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ABSTRACT

Twenty-four elementary and junior high public schools that have received Chapter 1 funds since 1981 were selected for study in order to isolate effective school practices. Nine of these schools were included, also, in the earlier 1981-82 project; this publication, therefore, contains descriptions of only the 15 new achieving compensatory education-funded schools. Overall findings and conclusions, however, are based on all 24 schools. The goal of this study was to recognize successful Chapter 1 schools so that they can serve as models for other schools. All of these schools rated high on the following criteria: (1) strong academic emphasis; (2) ongoing monitoring of student needs; (3) instructional effectiveness for students and in-service training for teachers; and (4) facilitating a classroom environment conducive to achievement. Fifteen case studies of effective Chapter 1 schools are presented. Descriptions of some of the schools' programs are provided. There are also discussions of particularly effective aspects of the programs at all the schools. Three appendices contain research instruments. Nine tables present data on the responses obtained on questionnaires and in interviews. A bibliography is included. (VM)

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Effective Practices in Achieving Compensatory Education-Funded Schools II

By Aurora C. Barrozo

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Preface

On October 1, 1983, California was one of 20 states to receive funding from the U.S. Department of Education Secretary's Initiative Grant Project. This grant was awarded because of a proposal submitted that same year by Aurora C. Barrozo, Consultant, Office of Compensatory Education, California State Department of Education. The award designated her as Project Director. This handbook is a report on the project funded from this grant and is a major means for disseminating the findings.

This same project also continued to provide for the dissemination of the findings of a similar 1981-82 project of the State Department of Education through a handbook entitled *Effective Practices in Achieving Compensatory Education-Funded Schools,* which the Department published in 1984. This publication focuses on the effective practices identified and gives only passing mention to dissemination.

Using modified versions of the 1981-82 project design and the criteria, the 1983-84 project staff made another selection of achieving schools and identified their effective practices for dissemination purposes. Nine schools selected for the 1981-82 project were chosen again in 1983-84:

Aynesworth Elementary School (K—6)
Fresno Unified School District
J. W. Powers, Principal

Brentwood Elementary School (K—3)
Brentwood Elementary School District
George Ibarreta, Principal

Citrus Elementary School (K—6)
Chico Unified School District
Charles Fullmer, Principal

Grant Elementary School (K—3)
Stockton Unified School District
Robert Eustis, Principal

Lawrence Cook Junior High School (7—9)
Santa Rosa City Schools
Joe Sewell, Principal

Longfellow Elementary School (K—6)
Alameda Unified School District
Patricia Klaus, Principal

Malcolm X Elementary School (K—6)
Berkeley Unified School District
Jack Hamahashi, Principal

Treasure Island Elementary School (K—5)
San Francisco Unified School District
John Whisman, Principal

Valley Elementary School (K—6)
Poway Unified School District
Tate Parker, Principal

Since the above schools were described in the 1984 handbook previously referred to, this publication includes descriptions of only the 15 new achieving compensatory education-funded schools. However, the overall findings and conclusions reported in the introduction to this publication are based on all of the 24 schools identified in 1983-84 through the Secretary's Initiative Grant Project.

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- Rosemarie Bodrogi of the Newport-Mesa Unified School District for serving on school visitation teams
- Gloria Cardenas, Associate Governmental Program Analyst, Compliance and Consolidated Programs Management Division, California State Department of Education, for providing computer information to assist in the selection of the schools
- Manuel Ceja, Robert Eustis, Mark Fetler, Carolyn Fowle, Kal Gezi, Joe Hansen, Dorothy Lee, Ernest Moretti, Bertha Pendleton, Paul Takagi, Hanna Walker, and Diane Wilkson for serving on the Project Advisory Committee
- Pat Endsley of the Berkeley Unified School District for serving on school visitation teams
- Robert Eustis of the Stockton Unified School District for participating on visitation teams and serving on the Project Advisory Committee
- Marion Faustman and Harriet McKim, retired consultants of the California State Department of Education, for serving on school visitation teams
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- Rex Fortune, Superintendent, Inglewood Unified School District, whose idea of identifying exemplary schools gave birth to the original project of 1981-82
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- Paul Takagi of the University of California, Berkeley, for serving as a consultant on the social aspects of school effectiveness and serving on the Project Advisory Committee
- Raymond Tom of the Stockton Unified School District for serving on school visitation teams
- Liz Tritel of the California State Department of Education for giving her thoughts on various aspects of the project, serving on several school visitation teams, and assisting the writer in her follow-up visits of the project schools

AURORA C. BARROZO
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Secretary's Grant Initiative Project;
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A General Report on the Project

The project activities on which this handbook is based included:

- Identifying achieving compensatory education-funded schools for 1984-85
- Identifying effective practices in achieving compensatory education-funded schools
- Disseminating effective practices

The purposes of the project were to:

- Recognize achieving compensatory education-funded schools selected in 1984-85.
- Inspire as yet nonachieving and low-achieving compensatory education-funded schools.
- Identify schools and programs that can serve as models to other schools, both the compensatory education-funded and the noncompensatory education-funded schools.
- Gather data on effective practices that might help the Compensatory Education Office fill its policy-making and technical assistance responsibilities regarding the improvement of compensatory education programs.

No attempt was made in this project to establish causality between school practices and school effectiveness. The project developer saw signposts newer than those currently available as well as the confirmation of existing ones but did not consider putting a plan together on how to make schools better. The project staff did, however, assume that:

- Some criteria seem to be stronger than others in some schools.
- People may be doing things right when schools are productive.
- Other schools can derive inspiration and suggestions from achieving schools.

Delimitation

The project staff selected only public schools that had been receiving Chapter 1, Education Consolidation and Improvement Act (ECIA), funds since at least the 1981-82 school year. This decision was a departure from the scope of the 1981 project, which included schools funded from ". . . Title I [now Chapter 1] or state compensatory education funds or both. . . ."[1]

[1] *Effective Practices in Achieving Compensatory Education-Funded Schools*. Sacramento: California State Department of Education, 1984, p. 1.

Key terms and criteria used in the project were defined as follows:

- *Elementary school*—A school that includes the third grade or the sixth grade or both but does not include any grade level above the sixth
- *Junior high/middle school*—One that serves any grade level from seven through nine
- *Senior high school*—One that includes the twelfth grade but does not serve grade levels below the ninth grade
- *Achieving compensatory education-funded school*—A school that received funding from ECIA, Chapter 1, and that passed the three screening levels described on pages 2 and 3
- *Effective practice*—A strategy or technique of instruction or leadership that is likely to have contributed to the achievement of students in compensatory education-funded schools and appears to hold promise for other schools
- *Principal's leadership*—The direct or indirect influence of the principal in the attainment of teaching and learning goals
- *Academic emphasis*—Focus on content and skills mastery in the academic areas; high expectations, especially in reading, language, and mathematics
- *Facilitating school/classroom environment*—Arrangements and provisions for making the school/classroom environment conducive to the achievement of educational goals; includes structure, order, discipline, a positive emotional climate, and a safe and pleasant physical setting
- *Instructional effectiveness*—Academic and personal qualifications for instruction, concern for students, commitment, belief in children, and provisions for in-service training
- *Ongoing monitoring*—The continuing assessment of needs, means, and product, with a readiness to change to more productive means if needed
- *Parent/community/district support*—Services rendered by the parents, the community, and the district office that directly contribute to the quality of learning and teaching; includes moral support

Procedures

The experience of the visitation teams and suggestions made by interviewees in the 1981-82 project, as well as reviews of the literature on effective schools,

led to modifications of the 1981-82 criteria.[2] The criteria, defined in the previous section entitled "Delimitation," were reduced from seven to six. Further, the sixth original criterion was modified to read "parent/community/district support" instead of "parent/community support."

The resulting criteria, therefore, are:

- Principal's leadership
- Academic emphasis
- Instructional effectiveness
- Facilitating school/classroom environment
- Ongoing monitoring
- Parent/community/district support

The preceding criteria were broken down into specific elements that became the bases for the formulation of the items in the new instruments, which are listed as follows:

- A new single "Interview Guide/Record" for use with all classes of interviewees—principals, classroom teachers, resource teachers, paraprofessionals, parents, volunteers—as differentiated from the 1981-82 study, which had a different interview guide for each category of interviewee
- A modified "Guide and Checklist for the Observation of Specialist Teachers" for use with classroom teachers, which incorporated a rating scale and a similar modified observation guide/checklist for use with resource teachers in situations where students are pulled out of their regular classroom for resource-room instruction

The following instruments were adopted from the 1981-82 study:

- "Questionnaire on Decision Making"
- "Instructional Resources Checklist"
- "Grounds/Hallways Checklist"
- "A Report Card for Parents"

As a means of eliciting and accommodating pertinent comments not covered by the instruments (e.g., the "Classroom Visitation and Observation Guide and Checklist"), the instruments were kept open-ended. Room for writing comments was provided on the instruments. Users of the instruments were instructed to look for school practices that they believed to have contributed to the students' achievement. The teams were also told that significant elements of effectiveness not specified in the instruments were to be considered. It was made clear to the teams that the listings of elements under each item might not be exhaustive. Hence, they were advised to consider as elements ideas from the interviews and from their own observations that, in their opinion, relate to student achievement.

The "Interview Guide/Record" was tested in an urban high school, an urban elementary school, a semiurban high school, and a semiurban elementary school by two State Department of Education consultants except for the urban elementary school, where only one consultant was available. As a result of the field tests, interviewers were asked to refrain from asking interviewees questions normally inappropriate for them by virtue of their background. Voluntary information, however, was acceptable if it appeared to be true and relevant to the purposes of the project.

Identifying the Schools

Achieving compensatory education-funded schools were selected through Level I, Level II, and Level III screening procedures, which are described as follows:

Level I screening. Schools receiving Chapter 1 compensatory education (CE) funding/participation—for all CE schools—had to:

- Have received CE funding for 1981-82 and 1982-83.
- Have had at least 20 percent concentration of Chapter 1 participants or at least 50 participating students per year in 1981-82 and 1982-83.

The CAP performance for CE elementary schools and senior high schools had to consist of the following:

- At least 50 students tested
- Performance above the reading and mathematics comparison bands for three years: 1980-81, 1981-82, and 1982-83 in each grade level tested
- Reading and mathematics performance in at least one grade level tested:

  Above the 30th percentile in 1980-81 and 1981-82
  Above the 45th percentile in 1982-83

Performance on the district's achievement test for CE junior high schools had to show at least seven normal curve equivalency (NCE) gains for three years (1980-81, 1981-82, and 1982-83) in all the grade levels tested in mathematics and/or reading, depending on which subject area or areas received Chapter 1 services. (The schools that were closest to this criterion were selected.)

Level II screening. Schools that passed Level I screening were sent a general information form (see Appendix I), which they completed by including descriptions of practices they found to be effective in

[2]Ibid., p. 3.

relation to the following project criteria for achieving schools:

- Principal's leadership
- Instructional effectiveness
- Academic emphasis
- Ongoing monitoring
- Facilitating school/classroom environment
- Parent/community/district support

Schools indicated the extent to which the practices described contributed to the achievement of all the students in general and to that of compensatory education students in particular. The scale used was as follows:

- Effective
- Very effective
- Very highly effective

Two judges individually rated the descriptions under each criterion on the basis of the following factors:

Criteria	*Low*	*Average*	*Above average*	*High*
Evident relation to students' achievement	1	2	3	4
Extent of applicability	1	2	3	4
Uniqueness	1	2	3	4

The total score for each school and the judges' comparative analysis of all available information about the schools at this stage determined the selection of 28 schools.

Level III screening. Level III screening involved the following criteria:

- Confirmation of descriptions obtained in Level II, when needed, from district project directors or other district personnel, as well as from State Department of Education staff who are familiar with the schools
- Gains in scores from pretests to post-tests as evidenced by district test scores for compensatory education students
- Current application of practices described and experience with them for at least two years
- Commitment to the project
- Absence of key compliance issues

The 24 best schools were selected through this screening.

Identifying Effective School Practices

An examination of how effective school practices were identified appears in this section. The following are discussed: visitation teams, preparations for the visit, the visitation itself, the analysis of the data and informational materials, and the follow-up visit.

The visitation teams. Each of the 24 achieving compensatory education-funded schools was assigned a trained three-person visitation team for a two-day visit. The team included:

- One member with an administrative background, preferably in school site administration
- One member with experience and/or training in evaluation
- One member strong in classroom procedures, preferably a teacher or a former teacher

If the school had a heavy concentration of limited-English-proficient (LEP) students, a bilingual education specialist was one of the three members. Objectivity was ensured by assigning district persons to places other than their own work locations. The affiliations of the 30 team participants were as follows:

- Twenty-one State Department of Education staff: two administrators, 18 consultants, and one analyst
- Two evaluation specialists from the Northwest Regional Education Laboratory
- Two retired State Department of Education consultants
- Four persons from school districts, three of whom were school administrators
- One university professor

Special provisions were made for team members who could not attend the full two-day training or parts of it. Training activities consisted of studying the project design and its purposes, understanding and reacting to the instruments and instructions, listening to resource persons, and role-playing.

Preparations for the visit. Not later than three weeks before the visit, the State Department of Education provided the school and the district office with pertinent information (see Appendix C). Two weeks prior to to the visit, the team leaders called the principals of the schools assigned to them to discuss the two-day visitation and arrange a schedule/agenda. The principal was expected to complete the agenda and send it to the team leader or to have it ready for the team members when they arrived. The teams, on the other hand, were provided with packets contain-

ing the instruments, instructions, and a copy of the general information form submitted by the school for the Level II screening process. Team leaders met with their team members before the visit.

The visitation. The first day opened with the team's spending an hour and ten minutes with the principal, unless an informal meeting with the staff had been planned to establish rapport. During the opening interview the principal gave the team an overview of what was right about the school in terms of the six project criteria. Items the team must observe were also specified. This session was an appropriate time for the team to ask questions regarding the effective practices described in the general information form required for Level II screening. At this point the agenda/schedule was given to the team members, unless it had been sent earlier to the team leader. The agenda/schedule was usually part of a visitation packet prepared by the principal for each member.

The packet also contained a map of the school, class schedules, and other aids to facilitate the two-day visitation process, as requested in the leaflet of information on the project sent earlier by the State Department of Education. If problems emerged, the team members consulted with one another or conferred during their breaks. Or such problems were raised whenever the next interview with the principal occurred the following morning or whenever the principal was available. Other activities included the following:

- Classroom and lab visitation/observation. The main purpose of the classroom and lab visitation was to observe what went on instructionally. Teams were advised to talk to classroom staff only at appropriate points during instruction so that interruptions might be avoided. Each visit to a lab or classroom took at least one hour. Part of the time was spent looking up records, and the remaining time was used for observation of a full developmental lesson in reading or mathematics. At least two mathematics classes and two reading classes were observed in depth. The rest of the classrooms were visited to observe the classroom environment and the quality of instruction.
- Interviews. Interviews were conducted by individual team members with pairs of similar interviewees; i.e., two classroom teachers or two aides at a time. In scheduling interviews, the interviewers attempted to avoid interfering with classroom activities as much as possible. Guidelines for the interviews were established as follows:
  1. Four classroom teachers, four instructional aides, two resource teachers (one in reading and one in mathematics), four parents, and four volunteers were interviewed for 45 minutes to one hour per pair.
  2. The principal was interviewed by the whole team for one hour and ten minutes on the first day and another hour on the second day. He or she was consulted as needed.
  3. Each team member spent at least five hours on interviews, including the time spent on the team's interviews with the principal.
- Administration of questionnaires. The questionnaires were handed out to every interviewee following each interview. When completed, they were folded, stapled, and dropped into a box in the secretary's office by noon of the second day.
- Examination of applicable records and documents. Every classroom made available records documenting students' needs, services provided, students' progress, and evaluation data. Resource centers and auxiliary staff offices made available records of referrals and supplemental services provided to compensatory education students.

The teams submitted to the project director the completed instruments, notes they had made, and school materials and records deemed necessary for a sufficient understanding of a school's performance. A form developed by the Northwest Regional Education Laboratory was used by a few teams to compile their observations. This material was found useful in writing the individual school descriptions contained in this handbook.

Analysis of the data/informational materials. The data were first tabulated at the school level in the development of descriptions for individual schools. A summary showing the six project criteria was prepared for each school. Items rated "very high" or 4, as well as significant notes and comments made, were noted under each criterion. School materials and records were also examined, and notes from them were assigned to the relevant criterion. If clarification was needed, the principal or the team leader was consulted. In this way the individual program descriptions of the 15 new achieving schools were developed. The next step was to put together the objective data on the 24 schools to determine their commonalities.

The follow-up visit. The writer/project director made a follow-up visit to all the schools to become better able to write the descriptions of the schools.

The first draft of the individual descriptions was referred to the principal and the team, through the team leaders, for comments to ensure accuracy and agreement.

Findings, Conclusions, and Recommendations

Twenty-four achieving compensatory education-funded schools were identified for this project. Nine of them were on the original list of schools identified by the California State Department of Education in 1981-82. The revised, more academically stringent criteria of 1984 were applied to all schools that qualified for the competition, including all the schools on the 1981-82 list of achieving schools. As a result, nine of the schools on the 1981-82 list passed the 1984 criteria, together with 15 new schools that were identified for this project. Only the 15 new schools are described in this handbook since descriptions of the nine second-time winners were included in the 1984 State Department of Education publication entitled *Effective Practices in Achieving Compensatory Education-Funded Schools.* The general findings presented in this publication were, however, derived from data gathered from all 24 schools listed below:

Anderson (Leroy) Elementary School
Moreland Elementary School District

Aynesworth Elementary School*
Fresno Unified School Distict

Brentwood Elementary School*
Brentwood Union Elementary School District

Citrus Elementary School*
Chico Unified School District

Lawrence Cook Junior High School*
Santa Rosa High School District

Dale Junior High School
Anaheim Union High School District

Fair Oaks Elementary School
Oakdale Union Elementary School District

Gauer (Melbourne) Elementary School
Anaheim Elementary School District

Grant Elementary School*
Stockton Unified School District

Hamilton (Joe) Elementary School
Del Norte County School District

Healdsburg High School
Healdsburg Union High School District

Jefferson Elementary School
Carlsbad Unified School District

Kennedy (Samuel) Elementary School
Elk Grove Unified School District

Ladera Palma Elementary School
La Habra City Elementary School District

Longfellow Elementary School*
Alameda City Unified School District

Los Penasquitos Elementary School
Poway Unified School District

Malcolm X Intermediate School*
Berkeley Unified School District

McKinleyville High School
Northern Humboldt Union High School District

Muir (John) Elementary School
San Francisco Unified School District

Northwood Elementary School
Berryessa Union Elementary School District

Pendleton (Peter) Elementary School
Coachella Valley Unified School District

Semple (Robert) Elementary School
Benicia Unified School District

Treasure Island Elementary School*
San Francisco Unified School District

Valley Elementary School*
Poway Unified School District

*These schools were also identified as achieving schools in 1981 and received awards from the California State Department of Education in 1983.

Limitations of the Study

For each item on the "Interview Guide/Record," the expected number of ratings was approximately 300. The number of ratings turned in, however, ranged between 200 and 291, excluding the *0* ratings, which mean "no response." In a number of cases, there were no ratings at all; but the interviewers had taken notes on the interviewees' responses. This procedure helped the writer in developing the school descriptions. The total number of ratings per item, therefore, excludes the *0* (zero) ratings. The reason for the absence of ratings may be either (1) that the interviewers forgot to rate the responses; or (2) that they could not ascertain the appropriate ratings. It should be noted, however, that 50 percent of the 33 interview items received at least 250 ratings each. This outcome and the other sources of information besides the interviews minimizes the limitations caused by the *0* ratings and the absence of ratings.

Ranking of the Project Criteria

The interview data present a picture of the criteria as they relate to students' achievement, according to the team members' best judgment of the interviewees' responses. The interviewees were principals, classroom teachers, resource or specialist teachers, aides, parents, and community persons. Figure 1 shows the possible relationship of each criterion to students' achievement in terms of the average percentage of combined "high" (3) and "very high" (4) ratings assigned by individual team members to each criterion according to interviewees' responses. (For further details, see Appendix D, Table 1.)

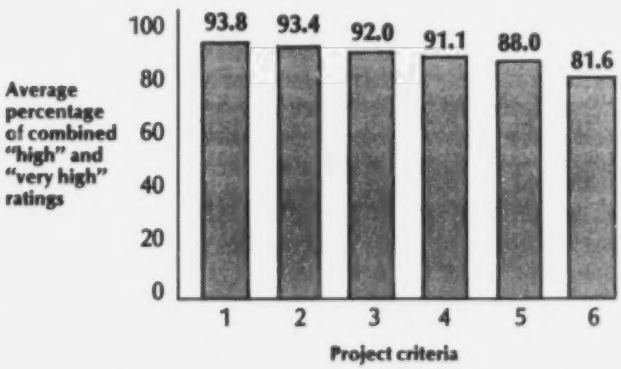
Figure 2 shows four of the project criteria ranked on the basis of classroom observations made by individual team members. Again, the figures shown are average percentages of combined "high" and "very high" ratings assigned by individual team members to each criterion according to interviewees' responses. (For further details, see Appendix D, Table 1.)

By comparing the results for the same four criteria in Figure 1 and Figure 2, one finds that the criteria evidently were given higher ratings when they were observed and rated directly by the teams rather than when they were rated by the same teams on the basis of responses from interviewees. It might be expected that the ratings based on direct observations by the teams would be higher since the teachers observed were reportedly the "best" that the schools could offer. Changes in position in Figure 1 and Figure 2 also occurred in the four criteria, although the differences were minimal.

Principal's Leadership

Of the five items under the criterion "principal's leadership," the highest rated was "human relations," with combined ratings of "high" and "very high" composing 99 percent of the total number of ratings assigned to the interviewees' responses. That outcome made human relations one of the three highest rated items among the total of 33 items in the "Interview Guide/Record," based on the combined ratings. When "very high" ratings alone are considered, the three highest rated items maintain their places, with human relations getting 84 percent "very high" ratings. Human relations included mutual respect and support between the administration and staff and among staff members themselves, staff morale, and acknowledgment of good work. Some of these characteristics, substan-

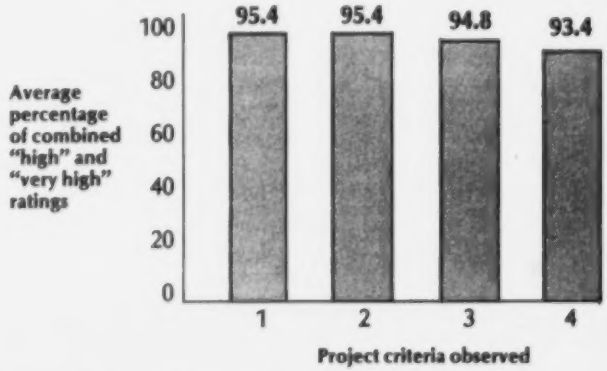
Figure 1. Interviewers' judgment regarding the relationship between students' achievement and the criteria, as indicated by the percentage of "high" and "very high" ratings given to interviewees' responses to items under each criterion



Project Criteria:

1. Facilitating school/classroom environment
2. Principal's leadership
3. Academic emphasis
4. Instructional effectiveness
5. Ongoing monitoring
6. Parent/community/district support

Figure 2. Team members' ratings of four project criteria, as observed in the classrooms, according to the average percentage of combined "high" and "very high" ratings assigned to every item per criterion



Project Criteria Observed:

1. Academic emphasis
2. Ongoing monitoring
3. Instructional effectiveness
4. Facilitating classroom environment

tiated by data from the "School Climate Questionnaire" (see Appendix D, Table 2), point to strong support of the school by parents, community, staff, and students. Except in rare cases, the interviewees spoke of their principals with respect, loyalty, admiration, and, at times, affection. Interviewees' responses, as gleaned from notes taken by the teams, tend to depict the principals as generally good human beings who recognize good work from the staff and children, support them, and make school satisfying for all.

The highly positive feelings about the principals were shared by the aides despite the finding from the "School Climate Questionnaire" that only 37 percent of the respondents gave ratings of "high" or "very high" to the item "opportunities given aides for advancement." It is possible that the respondents considered this item to be a district responsibility.

High visibility on campus appeared to be a general attribute among the principals. They tended to be in the classrooms or in the schoolyard most often, not in their offices except for administrative matters. Their styles differed in ways shaped by their individual personalities. Some of the principals appeared to be naturally low-key, while others tended to be extremely dynamic, with variations between the two extremes. The majority have developed a way of relating to people that matches the expectations of their respective communities. This situation is noteworthy, since community participation is important in making programs work, and communities do not respond favorably unless their expectations are met.

Next in strength under "principal's leadership," with 95 percent each of combined "high" and "very high" ratings, were:

- Goals—their presence, formulation processes, the administrative role in goal setting, and dissemination among staff and community
- Organization and coordination—clarity of organizational structure, coordination of programs, practices that promote coordination, and responsibility for coordination

Every one of the 24 schools has goals or a goal—a broad expression of ends, as gathered from interviewees' responses. Every effort is made to obtain recommendations for their formulations, and the principal plays a leading role in setting goals. After goals have been set, various means are used to make them known to everyone concerned about the education of the community's children. These broad expressions of ends are included in the principal's handbook, explained during back-to-school night, and restated in newsletters, in printed programs for various occasions, at assemblies, and during committee meetings.

A key skill possessed by the principals was the ability to organize and coordinate. The ability to organize became evident from the interviewees' responses and the teams' observations. Ability to coordinate could be found in formal grade-level meetings and meetings with grade-level representatives. Informal coordination often occurred as a result of the free flow of ideas and sharing in social situations marked by trust and cohesiveness and encouraged by the principals. The principals' organizing and coordinating skills served to facilitate the two-day visitation process for the teams.

The combined "highs" and "very highs" for "power and decision making process, an item that appears in the "Interview/Guide Record," composed 92 percent of the ratings for this item. This outcome appeared to agree with the data from the "Decision-Making Questionnaire" (see Appendix D, Table 3), which shows the participation of the principals themselves, teachers, support staff, community persons, and the district office in the 13 decision-making situations presented. The key participants were clearly the principals, teachers, and the district office staff. Participation is indicated for parents in most of the situations. The main responsibility for decision making, on the other hand, appeared to rest with the principals in most situations, but this responsibility shifted to teachers or the district office in selecting instructional materials and tests.

In Part II of the "Questionnaire on Decision Making," the same decision-making situations referred to previously were presented for respondents to indicate their extent of participation. Evidently, 12 to 50 percent of them participated "almost always" or "always," with the rest participating "sometimes" or "never." The respondents' actual extent of participation, therefore, appeared to be lower than their perceptions of people's participation in general.

The only item under "principal's leadership" that made less than 90 percent of "highs" and "very highs," but came close with 86 percent, was "principal's knowledge of current educational trends." This item included knowledge of research findings, means of acquiring knowledge, and its practice and application.

The lower rating for this item might have been due to a question that attempted to probe the principals' knowledge of the latest research findings. Principals, like most people, are likely to think of research as a highly intellectual activity designed only for geniuses.

This concept was evident from notes taken by the teams. Most of the principals indicated that they did not know about current research but that they knew exactly what they wanted for the students. They also pointed out that they have their own personalized agendas for achieving professional growth, other than through research, as well as planned ways of sharing new knowledge with their staff.

Academic Emphasis

The five items under the criterion "academic emphasis" had an average of 90 percent of "highs" and "very highs" (see Appendix D, Table 1), with "expectations of academic achievement" getting 99 percent combined "highs" and "very highs." This item was one of the three in the "Interview/Guide Record" with the highest incidence of "highs" and "very highs." Expectations, therefore, appeared to remain a self-fulfilling prophecy in the schools selected, and as such they probably tended to evoke behaviors that supported them (Cooper and Tom, 1984). Expectations were uniformly high for all the students, including students with special needs. They were clearly defined and founded on belief in the students' ability to learn and improve, given the right assistance. This situation was in line with the views of Fairman and Clark (1985) that the ideal curriculum should be designed with the understanding and expectation that students can reach high levels of achievement, regardless of their background. Murphy and Hallinger (1985) contend that one of the most interesting aspects of expectations is that they tend to affect almost every school activity. This contention applied to the schools studied.

The second highest rated item under the "academic emphasis" criterion was "time devoted to academics," with 96 percent of combined "highs" and "very highs." This item was followed by "academic content" and "incentives and rewards to encourage academic achievement." These items had 92 percent each of combined "highs" and "very highs." The first item included the amount of time per day devoted to academic areas and how that time was used; and the last two items included the scope of academic areas covered, their level of difficulty, and provisions for developing critical thinking as well as problem-solving skills. Although not much was seen of formal provisions for developing problem-solving skills, they appeared to be ingeniously built into the questioning techniques and strategies of the generally skilled teachers who staffed the schools studied.

Reading appears to be the most heavily emphasized of the academic areas. These successful schools definitely require their students to read more, and teachers follow through on the effects of reading activities. Activities such as uninterrupted reading, early and late reading, sustained silent reading, the read-at-home program, and the Olympic read-a-thon are attempts to increase time devoted to reading.

Incentives and rewards abound, and some tend to be more meaningful than others because they relate to the skill or knowledge being reinforced. A reading session with the principal, an extra period at the library, additional time on the computer, a "Super-Kid" badge for outstanding academic achievement or behavior, and attainment of tutor status are among the most learning-related incentives.

The only item under "academic emphasis" with less than 90 percent of combined "highs" and "very highs" was the one on "homework," which included the status of homework policy (Required or not?); frequency of homework; its purposes (Application? New lesson?); role of the home; and attitude of students, staff members, and parents toward homework. Except in one school where the absence of homework was a matter of policy, homework was required. But policies differed, and their degree of refinement varied from school to school.

Most schools had developed well-defined homework policies. The supportive attitude of parents toward homework policies was indicated by the 97 percent of parents who responded to "A Report Card for Parents" (see Appendix D, Table 8) as "frequently" or "very frequently" helping their children to do their homework. On the "Classroom Visitation and Observation Guide and Checklist" (see Appendix D, Table 4), 96 percent of those who observed homework during their classroom visits rated this item "high" or "very high." However, 44 observers, or 45 percent of the reviewers, indicated "*0*" or "not observed." This result need not mean the absence of homework practices. Since the teams were observing full developmental lessons in reading or mathematics, it is likely that homework had to be moved to other days because it was not a daily activity in any of the schools.

As to the "academic emphasis" criterion portion of the "Classroom Visitation and Observation Guide and Checklist," all ten items were rated "high" or "very high" by at least 91 percent of the observers whenever the items were rated. "Teacher mastery of subject matter" was rated "high" or "very high" by 100 percent of the observers, and the appropriateness of "teacher-student interaction" to the students' grade level was so rated by 96 percent. The rest of the items with their

combined percentage of "highs" and "very highs" follow:

Items	*Percent*
• Maximum academic learning time	98
• Focus on basic skills	97
• Reinforcement for good work	96
• Homework assigned/checked/discussed	95
• Goal-oriented activities	95
• Encouragement of effort	93
• High standards of performance	92
• Apparent love for learning	96

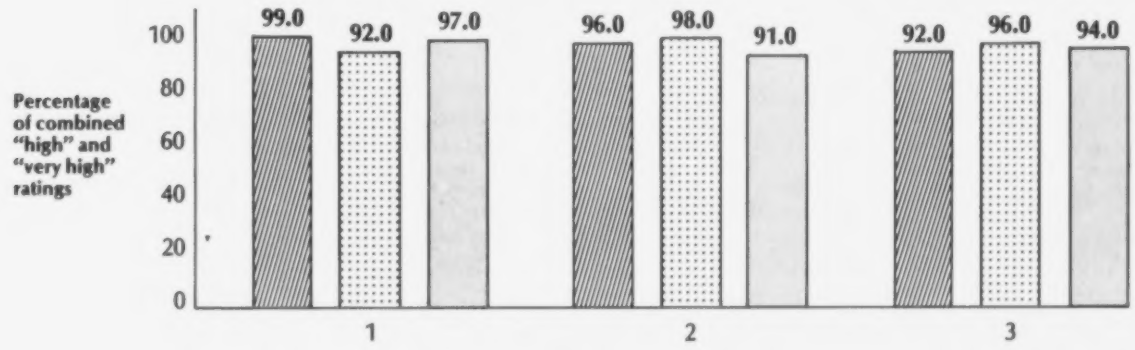
The average percentage of combined "high" and "very high" ratings in the "Classroom Visitation and Observation Guide and Checklist" for items under the "academic emphasis" criterion was 95.9 percent, which was more than 3 percent higher than that of "academic emphasis" in the "Interview Guide/Record." The checklist ratings were based on direct observations by the teams, while the ratings for the "Interview Guide/Record" were based on individual team members' judgments of responses made by the interviewees. The validity of these judgments depended, therefore, on the quality of the interviewees' perceptions and the communication of those perceptions.

The percentages of "highs" and "very highs" for the same items in the "Classroom Visitation and Observation Guide and Checklist" and the "Guide and Checklist for the Observation of Specialist Teachers" (see Appendix D, Table 5) are close. However, specialist or resource teachers were rated higher for "high standards of performance," "encouragement of effort," "goal-oriented activities," and "teacher-student interaction. . . ." The average percentage, however, of the combined "highs" and "very highs" for the same items observed in classroom teachers and in specialist teachers was approximately 96 percent. Figure 3 shows the percentage of combined "high" and "very high" ratings for selected items under the "academic emphasis" criterion, based on data from three different instruments.

Based on Figure 3, the measures yielded by the three different instruments on the three selected items in question do not differ significantly. They bear out one another, thereby making it apparent that the three items measured stand out as academic characteristics of the achieving schools studied.

The fact that "academic emphasis" was the most highly rated criterion confirms the results of a study by McCormack-Larkin (1985) of Milwaukee's Proj-

Figure 3. Percentage of combined "high" and "very high" ratings for selected items under the academic emphasis criterion, based on data from three different instruments



Key to Instruments:

- "Interview Guide/Record"
- "Classroom Visitation and Observation Guide and Checklist"
- "Guide and Checklist for the Observation of Specialist Teachers"

Selected Items:

1. Expectations or standards of performance
2. Maximum use of learning time
3. Incentives/rewards (reinforcement)

ect RISE. These researchers found that academic emphasis was clearly evident in fast-improving schools that focused on acquiring basic skills.

Instructional Effectiveness

At least 92 percent of the ratings given each of the following items under the "instructional effectiveness" criterion of the "Interview Guide/Record" were combined "high" and "very high" ratings:

Items	*Percent*
• Instructional objectives	97
• Instructional provisions for students with special needs	97
• Instructional resources	95
• Teaching methods and strategies	92

Instructional objectives included relation to assessed student needs, the formulation process, specificity, clarity, use of performance objectives, the monitoring process, and agreement between objectives and evaluation procedures. Instructional resources included human, material, and community resources; variety of resources to meet individual needs; and the management and use of these resources. The 95 percent rating for instructional resources is in agreement with the data from the "Instructional Resources Checklist" (see Appendix D, Table 6), which show an average of 87 percent for combined ratings of 4 and 5, on a scale of 1 to 5, for "variety, range, and completeness of instructional resources available." On the same instrument, the ratings for the "management system by which instructional resources are made economically available for use of staff and pupils" received 95 percent combined "high" and "very high" ratings. Further, the following items were noted in the 24 schools by not less than 90 percent of the observers:

Items	*Percent*
• State-adopted textbooks in the classrooms that represent a variety and range of difficulty, reflecting the range of achievement of pupils in each classroom	98
• A variety of instructional equipment (projectors, cassette players, recorders, record players, and so forth) that can be easily shifted from class to class as needed	98
• A laboratory or workroom equipped with materials	90

The rating for the item "teaching methods and strategies," in the "Interview Guide/Record," indicates the ability of the teachers to relate instructional methods and strategies to objectives, to the subject matter being taught, to the students' abilities, and to their own characteristics or personalities as teachers. Among the methods and strategies focused on were small-group instruction, large-group instruction, one-to-one instruction, drill, and independent study. Comments that the interviewees made about the teachers and the quality of instruction were generally positive, but varied from school to school. Among the comments noted were "unusually bright staff," "lots of good teaching going on," "instructional excellence very evident," and "updated faculty."

On the "Classroom Visitation and Observation Guide and Checklist" (see Appendix D, Table 4), the criterion "instructional effectiveness" was rated more highly by the teams on the basis of direct observation rather than on the basis of responses made by interviewees. The average percentage for these combined "high" and "very high" ratings of items is 94.8 percent.

In both the interviews and the observations, the aim was to seek the best. That situation was made clear to interviewees and principals, who were asked to give their "best teachers" for the observation of full developmental lessons in reading and mathematics.

Classroom teachers received an average of 94.8 percent combined "high" and "very high" ratings for "instructional effectiveness," while specialist teachers rated 89.3 percent. Figure 4 shows the percentage of combined "high" and "very high" ratings for selected items common to three instruments:

- Provisions for children with special needs
- Instructional methods/stategies
- Instructional resources

To obtain a rating for "instructional methods/strategies" from the observation checklists for classroom teachers and specialist teachers, the reviewers averaged the percentages for all items related to teachers' behaviors in the classroom, on which both were rated: clarity of questions, explanations and instructions, teacher's enthusiasm, direct instruction on tasks, effective use of one-to-one and small-group instruction, and sense of humor. Classroom teachers averaged 95.4 percent; specialist teachers, 92.6 percent.

The equivalent item for "instructional resources" in the two checklists is considered to be "effective use of aides/volunteers."

The disparity between the results for the two checklists on "provisions for children with special needs"

defies normal expectations, since specialist or resource teachers are hired for this particular purpose. However, a word of caution may be appropriate at this point. Because of the small number of specialist teachers, one or two per school, a low rating in two or three schools may have changed the percentage drastically. The same may be true of the "instructional resources" rating, which was 76 percent for specialist teachers observed. The results for "instructional methods/strategies" from the three instruments, however, were high and close, a result which may mean that "method" tends to be of high quality in effective schools. According to Gage (1984, p. 91), "we are beginning to have evidence that changing teaching practices causes desirable changes in students' achievement, attitude, and conduct."

Facilitating School/Classroom Environment

A comparison of the results for selected items under the criterion "facilitating school/classroom environment" can be made from the following instruments:

- "Interview Guide/Record"
- "School Climate Questionnaire"
- "Classroom Visitation and Observation Guide and Checklist"
- "Guide and Checklist for the Observation of Specialist Teachers"

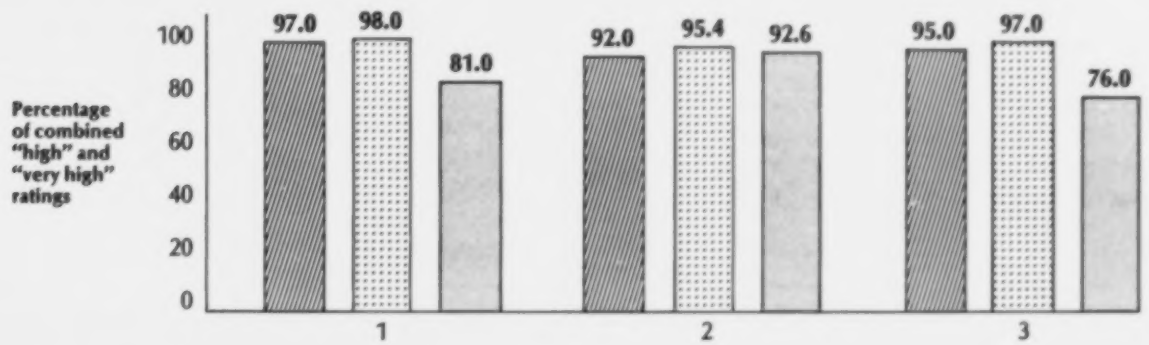
The first two instruments named are, of course, general in scope, while the last two are specific to the classrooms, including the resource rooms. Figure 5 shows the average percentage of combined "high" and "very high" ratings for each of the following selected items under "facilitating school/classroom environment," as derived from the previously listed instruments:

- Order/discipline
- Emotional climate

The item "order/discipline" in the "School Climate Questionnaire" corresponds to the students' observance of rules. In the observation checklists, the item reads the same way, but it also includes "student attentiveness." The item "emotional climate" in the "School Climate Questionnaire" includes the encouragement in students of a desire for learning. On the observation checklists, emotional climate includes wholesome relationships among the students and between the staff and students.

It is clear from Figure 5 that the 24 schools rated extremely high on both "emotional climate" and "order/discipline." The item "emotional climate," which includes the following elements, appears to be the most facilitative factor among the eight rated under "facilitating school/classroom environment":

Figure 4. Percentage of combined "high" and "very high" ratings for selected items under the instructional effectiveness criterion, obtained through three different instruments



Key to Instruments:

"Interview Guide/Record"

Observation Checklists

For classroom teachers

For specialist teachers

Selected Items:

1. Provisions for children with special needs
2. Instructional methods/strategies
3. Instructional resources

student's self-concept, multicultural understanding, caring climate, and the use of intrinsic and extrinsic incentives for the motivation of learning.

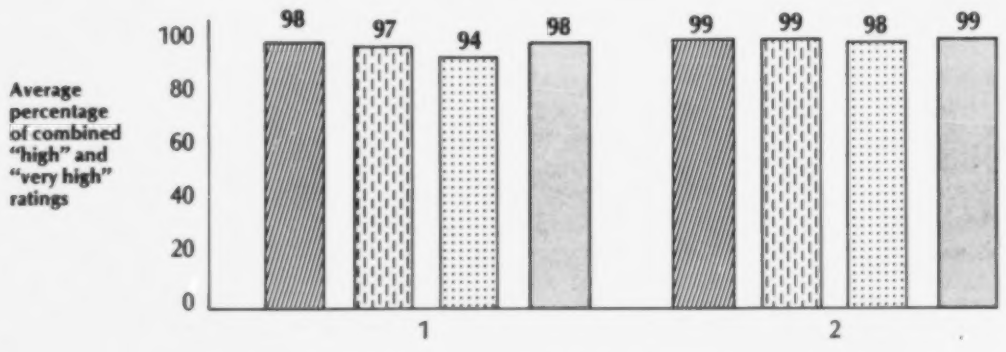
The teams' notes present the schools under study as learning environments in which children are valued and in which their learning needs as well as their cultural and emotional needs are understood. Every child is made to feel important, and this situation is evident in the conduct of instruction, in social situations with children, and in the various means and devices used to facilitate instruction and learning. These schools seem to communicate a seriousness about making every child feel loved and comfortable and about enabling every student to benefit from schooling. The motivating power provided by good teaching, as well as by extrinsic rewards and incentives, cannot be ignored, especially where rewards are well earned and, therefore, carry a very special meaning for students, their teachers, and their parents.

"Order/discipline" is the second most facilitative element under the "facilitating school/classroom environment" criterion. However, the schools and their classrooms are disciplined and orderly without being regimented. Comments from the teams pointed to discipline policies generally emanating from the district offices and being translated into suitable rules at the site level, with the participation of those who are affected. Rule statements may vary from school to school, from classroom to classroom, and from grade to grade. However, certain things bind these rule statements together. They are understood and accepted by the students, the consequences for their violation are known, and they are applied with consistency. The significance of rules is highlighted by their being displayed on classroom walls.

The rating of 97 percent on "order/discipline" in the classrooms, compared with the rating of 98 percent for this item in the resource room, might mean that it is easier to maintain order and discipline where students are taught on a one-to-one basis or in small groups. This outcome may also be a function of the observers' perceptions and views of discipline. Because of the nature of services in resource rooms, these areas are generally quiet, while classrooms may be bustling with activity and noise that may be construed as lack of order. (It is possible that the training sessions for the teams failed to dispel these misconceptions about discipline and order.)

Besides the two items discussed previously, "emotional climate" and "order/discipline," other items under the "facilitating school/classroom environment" criterion stand out clearly in the perceptions of inter-

Figure 5. Average percentage of combined "high" and "very high" ratings for selected items under the facilitating school/classroom environment criterion, obtained from four different instruments



viewees, observers, and respondents for their possible impact on students' achievement, as indicated by their combined "high" and "very high" ratings of 90 percent and above.

The following findings were gathered from the "Interview Guide/Record":

Items	*Percent*
• Student task orientation—includes attendance, punctuality, completion of tasks on time, and the promotion of task orientation	96
• Staff/student morale—refers to staff members' feelings about themselves, the school, the administration, and their work; and to students' feelings about themselves, the school, and their teachers	95
• System of rewards/incentives for proper behavior	94
• Physical setting of the school/classrooms—includes cleanliness, safety provisions, aesthetics, comfort, and provisions for special physical needs of students	92
• Classroom organization—includes seating and grouping bases	91

The "Classroom Visitation and Observation Guide and Checklist "showed the following results:

• Effective management of routine matters	94
• Effective use of time	92

These results appeared in the "Guide and Checklist for the Observation of Specialist Teachers":

• Effective use of time	97
• Classroom physical conditions positively influencing learning—including cleanliness, safety, aesthetics, comfort, and provisions for special physical needs of students	91
• Effective management of routine	86

On some of the previously listed items, certain thoughts from the team members apply to all of the 24 schools studied. Poor attendance and lack of punctuality were not serious problems. The records for students' attendance and punctuality were carefully monitored and followed through with established procedures for preventing the occurrence of unexcused absences and tardiness. Every effort was made to promote task orientation through stimulating and appropriate tasks that students would rather finish than leave to participate in play activities. The high morale of the staff and students suggests a group of people who were happy about themselves and their respective schools in general. From the standpoint of curriculum, the structure of a well-planned course of study provided direction and satisfaction, as opposed to chaos and frustration. In addition, the physical setting provided by the schools, with one or two exceptions, was generally well maintained, safe, and clean. Many of the settings were beautiful. This situation, in the face of financial cutbacks, was made possible through the enlistment of community help and students' participation.

For the climate of the grounds and hallways, data were gathered through the "Grounds/Hallways Checklist." (see Appendix D, Table 7). The climate of the playground was rated 4 and 5 on a scale of 1 to 5 by 95 percent of the observers. The same result was true of the climate of the hallways. The following items in both playgrounds and hallways were noted by 100 percent of the observers:

- Encouragement of participation in active play on the playground
- Evidence of rapport between adults and students
- Orderly, routine movement between class periods
- Friendly atmosphere in the hallways

On the whole, the criterion "facilitating school/classroom environment" was highly rated. Four of the nine items under this criterion in the "Interview Guide/Record" were rated 95 percent and above. One of the items, "emotional climate," was one of the three highest-rated items, with a combined "high" and "very high" rating of 99 percent. This outcome was matched only by the ratings for "human relations" under the criterion "principal's leadership" and the item "expectations regarding academic achievement" under the criterion "academic emphasis."

Ongoing Monitoring

The most highly rated among the four items under the "ongoing monitoring" criterion of the "Interview Guide/Record" was "evaluation of students' progress," with combined "high" and "very high" ratings of 91 percent. This item dealt with issues regarding the nature of the evaluation program, the frequency of evaluation, the methods used, the persons involved, and the correspondence between evaluation procedures and the outcomes being evaluated. Although the remaining three items, described as follows, did

not reach the 90 percent level for combined "high" and "very high" ratings, two of them were close:

Items	*Percent*
• Use of assessment/evaluation data in planning and decision making by the principals and staff	89
• The needs assessment program—how it is conducted, who gets involved, and how the data are used	88
• Feedback of assessment/evaluation data to staff, students, and the community	84

The teams gave positive evidence in their notes and written comments about the following: the use of the results of assessment and evaluation in planning and decision making; the effect of in-service training workshops on these processes; the means to provide feedback on the results, such as letters to parents, consultation meetings, parent/community involvement in planning, formal reports to committees, and other mechanisms that will be described in the next criterion to be examined, "parent/community/district support."

The specific items under "ongoing monitoring" in the observation checklists for both classroom teachers and specialist teachers were rated more highly than were the general items in the "Interview Guide/Record." The observations made of classroom teachers yielded an average of 84.4 percent for combined "high" and "very high" ratings and an average of 95 percent for specialist teachers. These items were:

- Teacher sensitivity to feedback
- Teacher responsiveness to feedback
- Corrections or adjustments based on feedback
- Identification of needs for next lesson or for referral to appropriate staff members

In line with the findings of a similar study done by Cohen (1982), it is clear that the 24 schools studied had a system for monitoring and assessing pupils' performance tied to instructional objectives. Notes taken by the teams indicated a preponderance of follow-up of individual students by classroom teachers, principals, and resource teachers. The team members also noted the presence of child study teams that, although known by different names, operated with only slight variations from school to school to achieve similar purposes. These child study teams were generally composed of every adult in school involved with the education of the child referred to the committee because of a learning or a behavioral problem that might lead to learning difficulties. The team members proposed solutions and followed up on cases referred to them. On most of these committees, parents were not asked to attend meetings; but they were informed after the problem had been identified and solutions had been proposed. This procedure made parents aware of what was being done for their children and perhaps enabled them to provide assistance.

Team members and individuals indicated nothing unusual for the criterion "ongoing monitoring" except that monitoring, assessment, and evaluation are to be carried out to achieve the goals set up for the students, not just to meet requirements.

Parent/Community/District Support

The item "mechanisms for parent/community involvement," in the "Interview Guide/Record," received 214 or 83 percent "high" or "very high" ratings out of a total of 259 ratings, excluding the *0s* (zeros), which mean "no response." These mechanisms are referred to in the interviewers' notes as newsletters, telephone calls, the employment by the school of a school/community aide, back-to-school night, letters to parents and community organizations, consultation meetings with parents, potluck parties, home visits by teachers, and the maintenance of a place for parents in school—a homeroom for them. Although the schools generally found school/community aides or liaisons very helpful, most of these positions have been lost because of funding limitations.

In some of the schools, the direct involvement of school people in the life of the community has forged mutual support and improved community involvement. Examples of this school/community involvement were class or individual student projects to bring joy to a poor family or an aged person during the Christmas season and classes taking turns assisting in the maintenance of a nearby park. Although most of the activities described were worthwhile, it is possible that the interviewers rated them on the basis of benefits derived by the recipients.

In the majority of the schools studied, parents or members of the community do not serve as volunteers regularly. This situation is understandable since these mainly low-income communities have large numbers of single-parent households or families in which both parents must work. The parents and the communities, however, are strongly supportive of their schools, as indicated by the 92 percent combined "high" and "very high" ratings assigned by respondents to the item, "the school has the strong support of parents and the community," which appears in the "School Climate Questionnaire" (see Appendix D, Table 2).

Further, there is always a nucleus of very active parents who serve as leaders. The responses made by parents themselves to several of the items in "A Report Card for Parents" (see Appendix D, Table 8) also attest to parental support. It appears, however, that most of the respondents were parent advisory council (PAC) members, since 75 of 82 parental respondents indicated their participation as PAC members.

On the item "nature of parent/community involvement," the interviewers rated 194 of the 242 responses "high" and "very high," resulting in 80 percent of combined "high" and "very high" ratings. Parental involvement is detailed in Appendix D, Table 8. Community involvement, however, commonly takes the form of participation in fund-raising or of services rendered by community persons with special skills, as in the arts, through free instruction for the children. In districts that have an Adopt-a-School program, business organizations provide special services for schools that they adopt.

On the item "nature of district support," 190 or 82 percent of 232 responses had "high" or "very high" ratings. With the exception of a few districts in which one or two district staff members volunteered to be interviewed, the ratings assigned to item number 33, "nature of district support," in the "Interview Guide/Record" are based on the perceptions of the teacher, parent, principal, aide, and community interviewees regarding district support. The notes and comments submitted by the teams to the writer/project director reveal that good schools are generally located in supportive districts. These districts set the pace with respect to standards, provide opportunities for professional development, follow up on their schools, get involved in their school projects, and are proud of successes that their schools achieve. The support, of course, varies in extent; but it is there.

Beyond the Basics

On the whole, emphasis on the basics at the 24 schools studied does not leave out other developmental areas from the students' lives. High regard for the arts and music is evident in the majority of the schools. In the absence of special teachers on the staff, the arts are taught by the regular classroom teachers and music by the regular teachers or by volunteer music teachers from the community, a number of whom are noted musicians. Some of the schools have their own student bands and choral groups, which play during assemblies for the student body and the community. Students' artwork, on the other hand, is displayed not only in the school but also in prominent spots in the community; for example, in a local market, airport, naval base, or community library. Further, the schools generally make an effort to bring in guest performers—poets, drama groups, and musicians—and to initiate cultural field trips to museums and theaters. The assignment of grade-level responsibility for major presentations in arts, music, drama, or dance not only develops love and appreciation for aesthetics but also instills creativity, leadership, and responsibility.

Emphasis on the development of personal responsibility was highly evident in the 24 achieving schools, especially as to increasing independence in activities designed for the application of acquired knowledge and skills. Opportunities to be of service are made available to the students. For example, some schools have a student advisory council. In the elementary schools, every classroom visited had a list of helpers for the day or week. Service, however, goes beyond the classroom and the school campus to include community fund-raising and other service activities like performing for the elderly and putting together gifts for the neediest families. Without doubt, these activities make the students feel good about themselves and foster attachment to the school and community.

Some form of computer instruction was offered in the 24 schools but varied in sophistication from the initial goal of acquainting the students with the device to offering more complex programs at the high school level. One of the high schools housed more than 50 computers in a small building built purposely for computer instruction aimed at providing computer literacy, programming, and word processing. Since computers may not be part of the day-to-day home life of students in compensatory education schools, computer instruction draws a lot of excitement and sustained motivation, not only for its novelty but more so for its educational values, as noted by the review team members.

Although the team members' main focus was placed on the academic areas of reading, language, mathematics, and writing, which were decidedly the priorities at the 24 schools, their general observations included other curricular areas, such as social studies, science, and physical education. In social studies, multicultural education was geared to the development of cultural awareness, understanding, appreciation, acceptance, and positive self-concept among the schools' culturally diverse student populations. Multi-

cultural education in most of the schools appeared to have gone past the ethnic "cookbook and costumes" stage. The approach seemed to be more systematic since most of the schools or their respective districts had developed guidelines for multicultural education. Emphasis was placed on the formation of attitudes, and the teachers themselves generally served as models of the kinds of attitudes they hoped to develop in their students. Besides, the schools provided, to the best of their ability, ethnic identification models for the children among the professional and nonprofessional staff members.

Working hand in hand with multicultural education were practices geared to the development of a widening geographical and social awareness. A world map indicating the geographical origins of the children and their forebears was almost a common sight in classrooms. One school had a huge map of the United States drawn to cover the playground, with significant places marked out. An important route to the attainment of social studies and science goals, however, was their integration with reading. Although much social learning and science learning took place through the readers and supplemental reading materials for home reading, there seemed to be plenty of room for the improvement of science teaching. A number of schools, including elementary schools, started to encourage science projects; and one of the high schools had an excellent biology program complete with facilities. But much of science instruction, especially in the elementary grades, was the show-and-tell type, with occasional unit studies on subjects like dinosaurs, the seashore, and silkworms.

The activities referred to in the foregoing discussion certainly made schooling richer and more interesting for students in the 24 compensatory education schools. However, these activities did not detract from the fact that the 24 schools generally emphasized basics.

The Compensatory Education Program

A total of 181 persons interviewed as to their basic knowledge about compensatory education were rated "high" or "very high" by the teams. The responses in this section of the questionnaire were 81 percent of the total 223 ratings. The test for basic knowledge included:

- The philosophy or intent of compensatory education
- The selection of schools for participation
- The selection of children for participation
- The supplemental nature of compensatory education funds

Although the previously given results were not outstanding, they did indicate that the majority of those who deal with compensatory education programs in achieving schools have sufficient knowledge regarding the basics of the program. The teams' reports indicated where further in-service training is needed; hence, suggestions and recommendations have been offered to the schools concerned.

On the section of the questionnaire dealing with the nature of compensatory education services, 82 percent of the 235 ratings given were combined "high" and "very high" ratings. Questions based on the following were asked to obtain the information needed :

- The referral system
- The kinds of remediation provided and the means of reinforcing learning
- The conduct of pull-out instruction and in-class services
- Extended-day services, if any
- The qualifications and functions of resource or specialist teachers
- Equipment and uses of the reading and mathematics labs
- Coordination between compensatory education programs and regular classroom instruction

Again, the 82 percent of combined "high" and "very high" ratings show that the large majority of the interviewees have knowledge of the previously listed items regarding compensatory education.

The lower ratings for the criterion "support of or commitment to compensatory education," compared with the other criteria under Part II of the "Interview/Guide Record," "The Compensatory Education Program," need not mean lack of support of or commitment to compensatory education, since the 76 percent combined "high" and "very high" ratings for responses to the item represent 175 out of 229 interview situations. However, the result suggests a need to seek ways to win the support of the seemingly uncommitted minority. This particular item included questions to probe the commitment of the administration, staff, parents and community, district, and students.

In general, however, the extremely high percentage of "high" and "very high" ratings assigned to item 17 "instructional provisions for students with special needs" in Part I of the "Interview Guide/Record," as well as in the "Classroom Observation Guide/Checklist" for classroom teachers, augers well for compensatory education participants.

Conclusions

As previously indicated, no attempt was made to establish cause and effect relationships in this study. The data gathered show, however, that certain characteristics stand out in the achieving compensatory education schools studied. These characteristics are basically those that have to do with human relations (people as they relate to, deal with, and work for and with one another) a lot of caring, goal orientation, dedication, order and discipline, and belief in students and in one another. This statement confirms the following quote from the *Research Action Brief* (1984):

> Schools are instructionally effective because they are in the habit of being effective: They have developed, by one means or another, a system of norms accompanying behaviors that breed student success.

It is people who run schools, and it is people who acquire habits. Habits, however, do not suddenly happen. As Sizer (1985) says so aptly:

> A good school does not emerge like a prepackaged frozen dinner stuck for 15 minutes in a radar range; it develops from the slow simmering of carefully blended ingredients.

Those who use this publication should remember that every one of the 24 schools described here has its own unique personality that is rooted in the people who run the school and in their norms, values, and attitudes and in the habits they have formed. However, as this study has shown, commonalities also exist among these schools. Hence, the transference or adoption of practices from the 24 achieving schools is not a lost cause. The hope is that the 24 schools will serve to inspire and to be models for those who trust that schools can make a difference.

Recommendations for Further Study

The data from this study suggest the need for further study on the following problems and issues:

- How do the responses made by different respondent groups relate to certain key items?
- Are there effective models of human relations, expectations of student achievement, and emotional climate that remain stable from school to school, from classroom to classroom, and from teacher to teacher?
- What roles or functions are most appropriate for classroom teachers and specialist or resource teachers in terms of impact on achievement?
- What kinds of supplemental instructional services, setting for supplemental services (in-class or extra-class), supplemental human resources (cross-age tutors, parent volunteers, nonschool parent community volunteers) have the greatest impact on the performance level of compensatory education students?

The pages that follow contain descriptions of the 15 schools that were identified and selected in 1984. The information in these descriptions was current during the 1984-85 school year.

Anderson (Leroy) Elementary School (K—5)

Moreland Elementary School District

Principal/Coordinator Partnership

Enrollment: 427

Concentration of compensatory education students: 38 percent

Ethnicity:

Asian **12%**
Black **5%**
Filipino **1%**
Hispanic **10%**
Native American **1%**
Pacific Islander **2%**
White **69%**

Community description:

- High rate of unemployment
- Families in single-family dwellings **35%**
- Families in rented apartments, duplexes, or homes **65%**
- Single-parent families **48%**
- Blue collar workers **75%**

Main features:

- A basics school
- Exemplary provisions for special needs
- Outstanding procedures for discipline
- A well-defined principal/coordinator partnership

The Criteria

Principal's leadership. The principal, who is responsible for both the school's discipline and public relations, is professional in manner and highly visible on campus as well as in the community. He has direct contact daily with the students—in the classrooms, in the lunchroom, at recess time, and at the bus stop when the school day ends. He also counsels students when needed, makes home visits to follow up on students' absences, and solves problems on the spot, whether they involve students or parents. He is a good listener and is known for his ability to calm parents.

The principal's role is multifaceted. Although the role of instructional leadership is largely in the hands of the program coordinator, the principal provides the administrative conditions needed for the exercise of such leadership. The result of this principal's and coordinator's partnership is that functions become clearly delineated and reinforce one another through the open communication and shared decision making of both partners. The learning coordinator manages special programs like Education Consolidation and Improvement Act (ECIA, Chapter 1); Gifted and Talented Education (GATE); and the School Improvement Program (SIP). The principal is deeply involved in these programs and is a member of all program committees, besides having the responsibility for approving program budgets, reviewing test results three times a year, and making recommendations on the basis of such results.

Academic emphasis. Anderson Elementary School is definitely a basics school, with heavy emphasis on reading, mathematics, and language arts. Goals and expectations are clear, and the classes depend heavily on direct instruction and are task-oriented. As soon as students with learning difficulties in these subjects are identified, they are immediately given remedial instruction. In line with the emphasis on basics, every effort is made to create the right conditions for academic learning.

To maintain the school's performance level, a child study team takes care of referrals of students having difficulties. This team includes the school psychologist, the nurse, the speech therapist, the principal, the remedial reading teacher, the learning coordinator, and the classroom teacher of the student being reviewed. Parents are not involved until this group makes its recommendations. The team members meet every Tuesday at 7:50 a.m. and resume this meeting after classes in the afternoon, if necessary. Referrals may involve possible testing, discipline, speech problems, reading difficulties, a new approach to a child's

The principal/learning coordinator partnership provides effective administration of the programs at Anderson Elementary School.

academic needs, retention, and follow-up of those students previously retained.

The school's respect for academics is evident. It was one of the four top scorers on the California Assessment Program (CAP) tests for reading and mathematics among the 24 achieving schools identified through the project. The concern for academics is reflected, too, in the conduct of the classrooms, in the attitude of staff and students, and in the school's total atmosphere.

Although the role of instructional leadership is largely in the hands of the program coordinator, the principal provides the administrative conditions needed for the exercise of such leadership.

Instructional effectiveness. The teachers at Anderson Elementary School do not have special devices or unique formats for teaching. Instead, this committed and caring staff works like a family. They teach and reteach until the learner catches on. Anderson School has the same characteristics that exist in other effective schools. That is, students' needs are assessed, learners' goals are made clear, the district's management systems are understood, recordkeeping of each student's performance is well maintained, and test data are carefully reviewed and used. In addition, this faculty is kept up-to-date and provided with assistance from both the school site administration and district personnel. Further, faculty evaluation every other year through observations and conferences provides the challenge for the attainment of set goals.

Grouping for instruction is generally in small groups of four to eight students appropriately placed in terms of their needs. With an aide in every classroom and the extra instruction provided in the learning resource center (LRC), the laboratory provided with funds from ECIA, Chapter 1, the library, and the remedial reading room, students can make optimum use of their individual learning time. Besides, students' seatwork is limited to meaningful exercises that reinforce learning or provide for application of the students' acquired skills.

Facilitating school/classroom environment. Anderson Elementary School is clean, spacious, comfortable, safe, and orderly. It has 13 classrooms and a room for nearly every special need, such as bilingual education, special education, and mentally gifted. The classrooms are cheerful and well maintained.

On the "School Climate Questionnaire," the school was rated "very high" on these items: "the principal and staff encourage in students a strong desire for learning," "the administration and the staff have a sense of pride in the school and the student body," and "the school has the strong support of the staff." The morale of the staff and students was also rated as "very high."

The structured school discipline code is strictly followed. As a result, attendance and punctuality are satisfactory. The students appear to have developed excellent work habits and well-established classroom routines. In general, the students appear to be well behaved, secure, adjusted, and accepting of one another.

An activity that may have contributed to the students' being well behaved is the green circle program, which focuses on self-esteem. In this program a flannelboard with a green circle is located in every room, and each student is represented on the board by a symbol or by his or her name. Whether the symbol or name is placed inside or outside the green circle is determined by how well the student relates to others in the class. The name or symbol of a student who causes trouble is removed from the green circle and returned only after the problem has been resolved.

Ongoing monitoring. Monitoring of students' progress is both formal and informal, and the visitation team reported extensive testing. Whether or not this practice is effective is not clear. Schoolwide test results, which are reviewed by the principal and the learning coordinator, become the basis of recommendations and important decisions. In addition, unit tests in reading and mathematics help in evaluating students' progress. Observations of the students' daily work by the principal, the learning coordinator, and the teaching staff also help in monitoring the students' progress. To monitor handwriting skills, the principal collects handwriting samples twice a year and provides feedback to the faculty and the students regarding the results. On the whole, the principal is involved in the monitoring process. He also reads all report cards and adds personal comments that he feels are pertinent.

Parent/community/district support. The parents, for the most part, do not take an active role in on-site activities, but they do support the school as well as they can. A nucleus of parents are very active on campus and volunteer for numerous projects, from helping in the classroom or running a computer lab to raising money for the school. The school and students

have benefited from the parents' fund-raising activities. Three computers have been purchased, as have first-grade reading charts. Monies are available for study trips, classroom parties, and school supplies that may be needed. On the whole, the parents were rated "very high" for their commitment to their children's schooling.

District staff members were supportive of Anderson School, which is the Chapter 1 target school in the district. The board of trustees, along with the superintendent and deputy superintendent, take an active role in school activities. As individuals, board members attend school functions, such as parent orientation night, open house, and musical programs. They have been known to drop in just to greet the staff as well as visiting educators. They are very proud of this school.

A unique feature is that the Moreland Elementary School District is so small that the entire district staff is like a family. When the schools need help, staff members from the district help or support them in any way possible. The district, too, has been instrumental in providing materials, in-service training, and support for activities that enable students to have a well-rounded education.

No identifiable, clear-cut community relationship exists in this district. It is part of the cities of San Jose, Campbell, and Saratoga and of the unincorporated area of Santa Clara County. In general, however, the parents, school community, and district all play a part in the education of the students.

Beyond the Basics

The "basics school" concept does not confine Anderson School to basic education. The curriculum and instruction include computer training, kitchen physics, music, arts, physical education, social science, civic education, and much more. Caring is taught to the students by having the school adopt a needy family during the Christmas season. Most of the teachers were observed to be well-informed, enthusiastic, creative, and imaginative enough to relate their teaching to a wide array of related knowledge that piques children's imaginations. For example, a teacher was teaching her students about a classical painting. Within a brief class period of 40 minutes, she covered a delightful lesson in history, music, painting, and the painter's biography. In another class, an auction was in process, conveying ideas of respect for the rights of others, sharing, regard for the rules of the game, honesty, and cooperation. Anderson School offers a basics-centered curriculum, with provisions for planned enrichment and incidental, timely extensions made possible through creative teaching.

The Compensatory Education Program

The compensatory education program was described by the interviewees as a "very rewarding program built around individual student needs." Referrals are made by caring teachers who do not look only at test results but tailor the provisions for instruction to the identified needs of the students. Coordination between compensatory education and the regular program was rated as "very high," and paraprofessional services were described as "excellent" and "committed." "Very high" support for compensatory education is apparent from the provision of special rooms for its instructional programs, the availability of full-time resource teachers, and the adequacy of materials. Supplemental instruction for target audiences takes place in both the classroom and the resource room or laboratory.

From observations of the visitation team, the most notable qualities of the resource teachers are their excellent documentation of students' needs and progress, their emphasis on direct and one-to-one instruction, their goal orientation, and their effort to give the students maximum learning time. This school takes care of its disadvantaged students.

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Dale Junior High School (7—8)
Anaheim Union High School District

A Turnaround in Performance

Enrollment: 913

Concentration of compensatory education students: 38 percent

Ethnicity:

Asian **10%**
Black **3%**
Filipino Less than **1%**
Hispanic **40%**
Native American Less than **1%**
Pacific Islander Less than **1%**
White and others **45%**

Community description:

- Business and residential community
- Apartments and single-family dwellings
- Working and middle class families
- Numerous one-parent homes

Main features:

- Outstanding principal
- Effective management team
- Positive school climate
- Strong faculty

The Criteria

Principal's leadership. The visitation team and the staff felt that the leadership, guidance, support, and organization provided by the principal and vice-principal contributed significantly to the academic progress of Dale Junior High School. This administrative team was particularly strong in its managerial approach of recognizing people's feelings of self-worth. A number of comments made about the administrators by parents, teachers, and visiting observers follow:

- In two years these administrators raised the level of Dale Junior High from the "worst" to the "best" school in the district, as measured by a district review.
- The principal is an outstanding leader. He has succeeded in improving an entire school. This school used to be a place where no one wanted to teach; now there is a waiting list.
- There was great concern over the impending loss of leadership because of the principal's approaching retirement and the vice-principal's transfer.

The development of goals and objectives includes the involvement and cooperation of district personnel. Periodic modification of such goals and objectives takes place according to guidelines established through the assistance of the administrative council, faculty, parent groups, the student council, and other pertinent groups. The goals and objectives are communicated through the principal's newsletter, *The Lancer News*; a student newspaper; special mailings; and discussions in classrooms. As innovative programs are created, such as social thinking and reasoning (STAR) and critical thinking (Project Impact), goals and objectives are adjusted.

The principal, vice-principal, and department chairpersons who share the leadership and responsibilities at Dale Junior High School have clearly defined roles. Such clarification builds positive relationships with everyone involved in the educational process and promotes administrative accountability.

Academic emphasis. The basic philosophy and school-wide goals at Dale Junior High School emphasize academics without leaving out the needs of young people for emotional, physical, and social development. Responsibility for this total development is viewed and practiced as a partnership between the home and the school. The educational philosophy of Dale Junior High and major academic objectives based on it are as follows:

- The primary purpose of Dale Junior High School is to provide the best educational opportunities for all students to achieve their highest potential regardless of their intellect, cultural background, or physical or mental handicaps.

- The academic, emotional, physical, and social development of young people is a responsibility shared by the home and school.
- Dale Junior High School is committed to a comprehensive program that enables students to develop life skills and encourages them to participate fully as productive citizens in a democratic society.
- In concert with the goals and objectives of the board of trustees of the Anaheim Union High School District, Dale Junior High School has a commitment to:

  Develop basic skills such as computation, reading, and writing.
  Encourage students, teachers, and parents to emphasize the importance of consistent school attendance.
  Develop standards of acceptable behavior and emphasize the importance of self-discipline through a consistent, effective, and assertive discipline program.
  Provide a program that emphasizes the importance of communication skills (writing, reading, speaking, and listening) in all areas of the curriculum.
  Develop critical thinking and problem-solving skills so that students can cope successfully with educational and social situations.
  Provide a program for computer literacy and the infusion of computer technology into the instructional process.
  Promote understanding of the historical and cultural background of America and experience the values and processes of democracy in a changing society.
  Provide guidance and assistance to all students to plan, evaluate, and establish educational goals.
  Recognize students for achievement in academics, leadership, and citizenship.
  Develop positive behavior among the student body members through the use of an incentive program to promote good citizenship.
  Implement the district's instructional programs, writing across the curriculum, reading from text, and critical thinking.
  Develop positive attitudes and responsibilities within the student body through the use of a recent grant entitled "social thinking and reasoning," which aims to improve school climate and attendance.
  Cooperate with parents and the community to address the issue of substance abuse.
  Encourage the staff to participate in continuing educational activities.

The innovations of each department are also excellent indicators of the academic atmosphere at Dale Junior High School. Examples of each department's innovations are described in the paragraphs that follow.

A number of innovations occurred in the English department. Schoolwide minimum requirements were initiated within the curriculum, such as regular spelling tests, one prepared speech per semester, one book report per quarter, and frequent journal writing. Students were given assistance in their writing skills in other subject disciplines through the writing across the curriculum program and the power writing technique. The silent individual reading (SIR) program is in use, and an annual schoolwide spelling bee was instituted.

The mathematics department's major accomplishment is the development of an individualized program and a motivational mathematics lab for the ECIA, Chapter 1, students. A duplicating machine placed in the mathematics lab area for the use of the mathematics teachers has helped reduce their preparation time.

The reading department made several innovations. It developed a special reading program for advanced ESL students to help them succeed in content area classes and provided a pretest for the *Comprehensive Tests of Basic Skills (CTBS),* together with materials that help to teach and reinforce skills covered by the test. Further, it implemented and continued to develop activities for the writing across the curriculum program.

The science department made a number of innovations. As part of the writing across the curriculum program, students were taught how to write good paragraphs by means of a power writing technique. Science instructors were being trained in the use of an Apple computer so that future students could learn computer skills. The use of videotaped science television programs, such as those presented on *Nova,* were used to update and complement the science program. Students are encouraged to watch many of these programs at home.

The teachers at Dale Junior High were asked to rate their school on 16 characteristics of effective schools identified by a task force from the California State Department of Education. With 47 teachers responding, 51 percent of the respondents rated their school 1 or A for academic focus on a scale of 1 to 5 or A to E, with 1 or A being the highest rating. The rest of the teachers, or 49 percent, gave their school a rating of 2 or B. The A and B ratings are defined as follows:

- The A rating is given for characteristics that have been continually emphasized at this school. Their importance is reflected in frequent, formal communication and dialogue.
- The B rating is given for characteristics that have less significance than those rated A. Communication and dialogue in these areas are sometimes formal but less frequent.

Instructional effectiveness. The research team visiting Dale Junior High School rated teachers "high" or "very high" on all of the following practices:

- Providing a system for managing referrals
- Undertaking a thorough diagnosis before presenting activities
- Matching prescriptions with identified needs
- Monitoring students' progress
- Conferring with parents
- Following up on referrals and keeping records on remediation
- Clarifying questions, explanations, and instructions (directions)
- Providing an enthusiastic atmosphere
- Using direct instruction and a variety of teaching methods in each classroom
- Providing articulation and sequencing of lessons
- Providing organization and structure
- Creating active student involvement
- Using aides and volunteers effectively

The research team also noted that the teachers were especially committed to determining students' actual functional levels, accepting students at these levels, and improving the students' skills. Further, administrators and teachers recognize the desirability of small classes and the inevitability of compromise because of conditions in the real world. For example, financial and staffing problems dictate that the maintenance of small classes in some areas requires the staff to be willing to accept large classes elsewhere. Differential approaches to varying ability levels have been developed, with students in level five classes who require special attention being placed in smaller classes. To give special attention to these classes, administrators decided that enrollment would be maintained at 25 or fewer. This decision, however, necessitates larger level three and level one classes. Gifted and Talented Education (GATE) classes begin with large enrollments that decline with the transfer of students who do not meet the standards.

Each department has a major responsibility for determining the subject-matter content and the scheduling of classes and apportionment of instructional time during the school day. In essence, the department is the basic unit for developing instructional effectiveness. Each department provides an agenda for its plans, concerns, and activities. This agenda addresses the following: staffing, goals of instruction, organization and operation, instruction, materials, in-service training activities, and evaluation.

On the whole, the staff is aware of current trends in teaching; 96 percent of this group rated Dale Junior High School at least 2 on a scale of 1 to 5 on "teacher-directed instruction." The same faculty members were rated by 80 percent of the 716 student respondents as doing "a good job of teaching their subjects." (Sixteen percent disagreed, and 4 percent did not respond.) Only one faculty member is teaching outside of her major and minor subject areas, but this person is now enrolled in a mathematics preparation program to make her better qualified to teach the subject.

Facilitating school/classroom environment. In rating Dale Junior High School on 16 dimensions of school effectiveness, the 47 teachers at this school

judged elements related to school climate to be the most positive, as follows:

- Widespread recognition—83 percent
- Opportunities for student responsibility—70 percent
- Safe, orderly environment—57 percent

The visiting team noted the following regarding the environments of the schools and classrooms:

- Each classroom is neat, well organized, and conducive to learning.
- The students show respect for themselves and other people, as well as for the facility itself.
- The emotional climate is one of support for students. They are made to feel they can excel, and they often do.
- The whole school has become involved in the meaning of *integrity,* a schoolwide theme for discussion and experimentation.

On the "School Climate Questionnaire," all of the 12 school staff and responding parents rated the principal and staff "very high" for encouraging in students a desire for learning. The same group rated the principal and the staff "very high" for their sense of pride in the school and the student body. There is no reason to doubt that schoolwide programs like assertive discipline and social thinking and reasoning are making their mark at Dale Junior High School.

Ongoing monitoring. The students' progress is monitored periodically with standardized tests, but progress is more frequently evaluated by means of teacher-made tests as well as teachers' observation and analysis of students' performance. A simple recordkeeping system helps teachers keep track of students' progress in lab classes. Communication between the lab teacher and the regular classroom teacher is an important part of the continuous monitoring of students. In addition, the research team rated the staff "high" or "very high" in the following items from the "Guide and Checklist for the Observation of Specialist Teachers":

- Teachers' sensitivity to feedback
- Teachers' responsiveness to feedback
- Corrections or adjustments based on students' feedback
- Continuity between check-up and instruction
- Identification of needs for next lesson or for referral to appropriate staff

Evaluation issues are addressed by each department. For example, because the Special Education Department is highly individualized, the students are graded on the manner in which they complete their work at their own level. Individual differences are considered in all areas. Each student's individualized education program is reviewed on a monthly basis to determine which objectives have been met and to formulate new ones when necessary.

Another example of this approach to evaluation is that of the reading department. Grades are based on a student's performance on materials at the appropriate reading level for each student. Basic minimum scores are required for a passing grade. Methods to determine the extent to which educational objectives are achieved include standardized tests and evaluation of teachers. The strength of the evaluation system is that students progress at their own rate and are not competing with other students for grades.

Each student's individualized education program is reviewed on a monthly basis to determine which objectives have been met and to formulate new ones when necessary.

Parent/community/district support. Support from the parents, community, and district has been instrumental to the success of the educational program. The local parents' advisory committee is part of the principal's School/Community Relations Council. This group acts as a liaison between the school and community. The staff provides information for the council; and council members share their thoughts, concerns, and questions. The council has been successful through the cooperative efforts of the school staff, parents, and community members.

The District Parent Advisory Council, which meets frequently, has also been supportive. Council members visit school sites, act as advocates for Chapter 1 programs in the district, and provide a forum to explore ways to continue to upgrade the quality of the school programs. Parents also participate on a chemical abuse task force. Many parents have supported the assertive discipline policy, and they realize how the school administration has made significant improvements.

Beyond the Basics

Besides the programs previously referred to, much takes place beyond the basics at Dale Junior High School, such as the computer literacy program, career education, multicultural/bicultural education, special

interest clubs, the writing across the curriculum program, and the teaching of the power writing technique.

A number of services provided by support professionals assist students. A resource specialist works with students who have language and learning disabilities for up to three periods daily in direct instruction and behavioral help. The orientation program conducted for entering students is considered "very helpful" by the majority of the student population. Library (multimedia) services help to meet the goals and objectives that were formulated from recommendations made by students and teachers. Requests made for materials and for servicing equipment are promptly handled by the districts' textbook and audiovisual department. The counseling program, with its two counselors responsible for 480 students each, is reportedly well accepted by the students and the staff. Seventy-three percent of the 716 student respondents answered yes to the question. If you ask for an appointment with your counselor, can you have it within a reasonable period of time?

The Compensatory Education Program

Chapter 1 funds allow Dale Junior High School to maintain small classes for remediation. Reading classes are reasonably small, and labs operate on the basis of providing individualized help. Eligibility for Chapter 1 services is based on the initial assessment of students. All of the initial assessment materials for eligible students are given to the appropriate lab teacher, who, together with the regular classroom teacher, decides which kind of help will be most useful for each individual student. Students are then scheduled into the reading or mathematics lab for short periods of time throughout the school year. Computer-assisted instruction is also available in the labs.

Using the "Interview Guide/Record," the research team rated Dale Junior High "very high" or 4 on a scale of 1 to 4 on the items that follow on the basis of interviews with the principal, the vice-principal, classroom teachers, resource teachers, parents, and volunteers:

- Basic knowledge about compensatory education
- Nature of compensatory education services
- Support of or commitment to compensatory education

The compensatory education program at Dale Junior High School has been a high-achieving program for the past five years. For this reason it was one of 12 such California programs recommended to the U.S. Department of Education in January, 1985, for national recognition. In this program a total of 333 were nominated nationwide. Of these, 118 programs were given national honors.

Contact person:

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[1]Vern Horton, the principal at the time the school was selected and now retired, may be contacted at (714) 971-8950. Ms. Jan Billings, the former vice-principal, may be reached at (714) 220-4051.

Fair Oaks Elementary School (K—5)
Oakdale Union Elementary School District

Good Teachers by Design

Enrollment: 638

Concentration of ECIA, Chapter 1, participants: 28 percent

Ethnicity:

Asian Less than 1%
Filipino Less than 1%
Hispanic 5%
Native American Less than 1%
White 93%

Community description:

- Small rural town surrounded by ranches
- Highly diversified income and job levels

Main features:

- A well-organized leader
- Uninterrupted time for reading
- A general attitude of excellence
- An acceptable retention policy
- A supportive superintendent who knows the schools well

The Criteria

Principal's leadership. The principal of the Fair Oaks Elementary School describes her responsibility as "providing the structure in which each teacher can grow professionally and teach effectively." The structure referred to is best described in an introductory statement entitled "An Attitude of Excellence," which was included in the packets prepared for the visiting team:

> The continuing function of Fair Oaks School is to identify the abilities of each incoming student and to assist each child (while in our care) to reach and develop the inherent potential in each human being. We will accept the best effort in academic, physical, social, and emotional growth and encourage self-acceptance of only the very best effort, and nothing less.
>
> This success-oriented program is geared to the attainment of maximum student output; and, as such, it requires maximum effort from all school personnel. Recognizing that all people who come in contact with a child affect him or her, we as a team of adults share this charge together for every student. Being mutually supportive will strengthen individual efforts and make each effort more effective.
>
> The atmosphere at Fair Oaks is intended to be positive, educationally stimulating, and genuine. Staff will seek to nurture children in this environment.
>
> Students will be expected to respect these attitudes and share in a positive way so that they and all others can benefit fully from the learning process.
>
> The administration is committed to providing leadership and support for the total program. The awareness that each student is a part of a greater society requires an open exchange with his or her family, friends, and community to serve this individual fully. We proudly share the district's attitude of excellence.

On the "Interview Guide/Record," all 20 interviewees consisting of staff, parents, and other community persons rated the principal "very high" for her skills in human relations. She was also rated "very high" by close to 100 percent of the same interviewees for organization, coordination, and decision-making processes. She is described as friendly but firm, straightforward yet reserved, strong but approachable. As a leader, she is highly organized and believes in using one-third of her time on coordination, which she promotes through shared planning and decision making, formal and informal meetings, a weekly bulletin to the staff, and a monthly newsletter to parents and the community. Asked what she believes to be the factors responsible for the students' achievement, she gave the following:

- The acceptable retention policy
- The commitment and support of the staff for early identification and intervention with respect to learning difficulties
- The commitment to develop the full potential of every child

Academic emphasis. A prevailing "attitude of excellence" was evident from interactions with the staff and the administration, including the district superintendent; from the conduct of the students in the classrooms, on the grounds, and in the hallways; from the curricular policies and their application; from the views shared by parents; and from the task orientation of both the staff and the students.

The expectations of the school and district for the performance of the staff and students are high, and the district is eager to find ways of raising its total performance.

Every teacher at Fair Oaks School provides reading instruction daily for the first 70 minutes of class time. This time frame is known as "uninterrupted reading"

Uninterrupted reading impresses on staff and students the importance of reading.

because it is kept free from practically every form of interruption common to schools: office announcements; changes in schedule; absence of students from class for various forms of referral; and routine matters such as attendance checks, health examinations, and collection of lunch money. Teachers, students, and parents have come to value this period of the day.

In kindergarten through the third grade, students are invited to take part in the principal's reading circle when they finish a textbook. After reading to the principal, each student receives a bookmark.

In mathematics, timed tests in the fundamentals are conducted by the principal, and the top achievers are awarded with certificates during special assemblies. In general, every form of academic achievement in or out of school is acknowledged by the principal each morning during a student-of-the-month assembly.

The homework policy at Fair Oaks School is designed to develop study habits, responsibility for doing assigned lessons, ability to do independent work, and an awareness that school learning can be reinforced and enriched through home study. The policy defines the nature of homework, expectations of students' performance, staff and parental responsibilities, time allotments and checkpoints, and grading practices. Homework, therefore, is not just an exercise in academics. Students become aware of due dates for assignments and learn to organize their time after school to meet the demands of homework.

Reinforcing the academic emphasis at Fair Oaks is the retention policy, which staff members consider a major factor in student achievement. According to this policy, every student must succeed in the required academic areas to merit promotion, unless compelling extenuating circumstances cause a student to be retained. Retention is viewed as an important and necessary remedial and motivational tool for the student's educational development. This policy involves the teacher, the principal, and the parents in the decision-making process.

Instructional effectiveness. Fair Oaks School has an outstanding faculty—committed, dynamic, and enthusiastic. The principal indicated that she has good teachers by design. Staff in-service training takes the form of participation in workshops and conferences by turns, with the participants sharing their new knowledge with the rest of the staff during training sessions, which have largely replaced the regular meetings.

To ensure goal and task-oriented instruction, every teacher submits a weekly instructional schedule to the principal. This schedule is kept in front of the teacher's planning book. Lesson plans are prepared one week in advance on a weekly basis and are collected regularly for review. The inclusion of homework in lesson plans is required.

A lot of good teaching takes place, including effective use of large-group instruction, stimulating questions, problem solving, well-organized class periods, direct instruction on tasks, independent activities, and masterly presentations of new ideas. In one intermediate class, the students had done research on specific occupations and activities and were setting up their respective offices: a lawyer's office, a bank, a dental clinic, a cleaner's shop, and so forth. Talking to the students and listening to their transactions, the visitation team learned how seriously the children had taken their tasks under the guidance of a creative teacher.

Fair Oaks School has an outstanding faculty—committed, dynamic, and enthusiastic.

Facilitating school/classroom environment. This extremely well-kept school was rated "very high" by all of the interviewees for its physical setting, emotional climate, student discipline and order, and morale of staff and students. Mutual respect and encouragement prevail, and a great feeling of pride in the school is shared by students, staff, and parents.

The discipline code includes specific rules on correct dress and grooming and on the students' responsibilities relating to school property and behavior. The visitation team noted that the discipline code has worked. As a result, the students are well groomed, loitering does not occur during class hours, rules for attendance and punctuality are followed, and the children are happy and enthusiastic for learning. Students' behavior on the playground and in the hallways was rated 5 on a scale of 1 to 5 by the visitation team, earning for the Fair Oaks School the team's commendation for offering a disciplined environment.

Ongoing monitoring. The instructional program is faithfully monitored by the principal through regular grade-level meetings, meetings with individual teachers, and a continuous log of each student's reading placement by class. As a result of in-service training sessions, the teachers now regard test results from the *Comprehensive Tests of Basic Skills*, particularly the

objectives mastery report for each class, as valuable information for determining instructional content and emphasis. Teachers have also learned to analyze profiles, conduct individual diagnoses, and make prescriptions. While nothing is unique about the monitoring system, it is important because it is used to guide instruction and the administration of programs.

Parent/community/district support. Parents support the school program through their attendance at conferences, school assemblies, and evening informational sessions, such as back to school night. The implementation of the district's homework policy and the discipline code has been successful, largely because of parents' cooperation. Parents are asked to assist and supervise their children at home; provide the necessary conditions for home study; and, most important, check whether the children complete their school assignments.

Parents have been very much aware of the financial concerns of the district and have responded to the needs of individual teachers and of the school in general for instructional materials and equipment. In the final year of a three-year effort to raise money for playground equipment, the parents' club purchased $9,500 worth of equipment for the school. The local Kiwanis International, Rotary International, and Lions International clubs have also donated labor and equipment for the playground. The district, in general, is highly supportive of the school's leadership. Staff members from the district office are proud of this school and hope to find ways of raising students' performance levels districtwide.

Beyond the Basics

The school library contains over 6,000 books and reference materials. Numerous records, filmstrips, and cassette tapes are also available for students to check out. Each class is scheduled for library lessons on a regular basis for instruction on the use of the library, care of the books, and use of references for research. In addition, Fair Oaks School benefits from the exemplary services of a speech therapist, a psychologist, and an English-as-a-second-language (ESL) teacher for limited-English-proficient (LEP) students.

The visitation team noted little activity in the arts. However, the children's artwork on display indicates the interest of staff and students in this area. In fact, the rooms themselves and the school in general provide examples of the artwork of staff and students at its best.

The Compensatory Education Program

Compensatory education services are provided by a coordinator and two resource teachers in a comfortable, pleasant, and well-furnished lab situation. In the classrooms, well-trained aides provide supplemental services. Those whom the visitation team interviewed regarded the supplemental services provided in the classroom and the services offered in the lab as highly contributory to improving the achievement of student participants. On the question of "support of or commitment to compensatory education participants" by the administration, staff, parents, community, district, and the students, the compensatory education program was rated "very high" by 100 percent of the interviewees.

Worthy of special note is a child study team that serves any student, compensatory education participant or not, with serious problems of underachievement. The purpose of the team is to provide a forum for understanding the child's problem and to find appropriate strategies for remediating the problem. The team is generally composed of the principal, the district project coordinator, the school resource specialist, the resource teachers, the speech therapist, and the child's classroom teacher. The team meets every Wednesday morning and acquaints itself with referred cases by reading a referral form prepared by the classroom teacher. The nature of the problem indicates whether follow-up should be the responsibility of the principal, the classroom teacher, or the special services persons. In general, the child study team's recommendations have worked.

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Gauer Elementary School (K—6)

Anaheim Elementary School District

Organization Is the Key

Enrollment: 640

Concentration of ECIA, Chapter 1, participants: 34 percent

Ethnicity:

Asian **17%**
Black **6%**
Hispanic **17%**
White and other **60%**

Community description:

- Apartment renters **66.6%**
- No dominant ethnic minority
- Seventeen different languages identified in the community

Main features:

- An extremely efficient and knowledgeable administrator
- A strong faculty
- A focus on academics
- Staff development—a prime district concern
- Discipline—the character development program

The Criteria

Principal's leadership. Getting acquainted with the staff and students at Gauer School was not difficult, in spite of the hectic two-day visitation schedule for a school with approximately 640 students and several programs to be examined. The initial 70-minute orientation meeting with the principal was helpful because it was well organized and well planned. Each team member was handed a blue book that included a visitation schedule, structured and detailed according to the leaflet of information (see Appendix C) sent to the principal prior to the arrival of the visitation team. The team knew that efficiency and organization were to be the order of the next two days.

Gauer School has a knowledgeable principal with zeal for success and excellence. Although she has been at this school for only two years, the staff members generally recognize and respect her hard work. This feeling is mutual; the principal was rated as highly supportive of teachers and cognizant of their efforts and skills. The principal is aware that the honor of being an achieving school has brought about more demands on the time and effort of staff members; hence, the need to ascertain their feelings and thoughts. The efforts of the principal toward this end are an example of administrative concern and sensitivity to change.

The principal's educational know-how comes from a background of successful teaching experience and the provision of technical assistance to the schools when she was a staff member at the district office. This experience was apparent in the content of the site staff development log (a record of site staff development programs, indicating dates, speakers, and sites), in expectations of teachers' and students' performance, in the principal's self-expectations, and in her own management plan, which is quoted as follows:

> Each year a management plan is written which targets specific areas for improvement in terms of instruction, staff development, and community relations. Objectives and activities are written for each of these areas and submitted to the superintendent for approval.
>
> Goals are set in September for each teacher's class, based on results from *CTBS* testing in May. Areas for improvement are identified. Results of district proficiency tests are also reviewed and discussed. CAP results in third and sixth grades are analyzed, and areas for improvement are targeted. These areas are shared with the entire staff and become part of the entire school's responsibility.

Academic emphasis. The visiting team rated Gauer School "very high" on these items under the criterion "academic emphasis" in the "Interview Guide/Record": "expectations regarding academic achievement," "time devoted to academics," "academic content," and

"homework." Expectations are consistently high for all the students, and student task orientation is equally high, with detention administered to students for not completing their tasks. To strengthen the academic program, the staff members attempt at all times to reduce classroom interruptions and to limit activities which do not contribute to the students' academic progress. The time devoted to reading alone is one and one-half hours in grades one through three and 70 minutes in grades four through six. As for content, the development of critical thinking and problem-solving skills is built into the daily lessons and is clearly provided for in the teachers' modes of questioning and in the classroom interactions. These activities are clear from the "very high" ratings that teachers who were observed received on nine of the ten items under "academic emphasis" on the "Classroom Visitation and Observation Guide and Checklist."

Improvement in written expression is another notable academic emphasis at Gauer School. Fill-in-the-blank work is kept to a minimum. A sample of all students' written expression is submitted to the principal each month, and one student per class receives a "Principal's Award for Good Story Writing." Every three weeks two teachers display in the principal's office samples of students' writing from their classes, and good examples of written expression are regularly displayed on classroom bulletin boards.

Homework is also emphasized at Gauer School. An administrative regulation requires that "all homework assignments should be purposeful and appropriate to individual needs in time and type of work." Homework is scheduled for 20 minutes three times a week in the primary grades and 35 to 40 minutes four times a week in the intermediate grades. Parents are informed that the homework policy is a meaningful and integral part of the educational program for their children.

Instructional effectiveness. The review team's report contained this quote regarding the faculty: "[They are] extremely cohesive, well-qualified, and experienced. These traits appear to have the greatest single impact on student achievement." All the teachers were noted to be from above average to outstanding, with the majority clustered at the high end of the scale. This outcome may be the result of the school's having among the highest sign-ups in the district for faculty in-service training.

A regularly scheduled program of staff development is planned each year to improve instruction and student learning. The program is based on results of a needs assessment given to teachers and aides. In addition, teachers and aides participate in a district staff development program for the improvement of instruction in reading, mathematics, written expression, and bilingual education. Teachers are paid to attend these seminars after school. This approach motivates teachers, is cost-effective, and does not interrupt the classroom program, since substitutes do not have to be hired. These seminars are conducted by the district's program assistants. The principal follows up on the effects of in-service training as a matter of district policy.

Expectations are consistently high for all the students, and student task orientation is equally high.

This highly motivated staff enjoys freedom to innovate and is rewarded by both school site and district office administrators for good teaching. The result is a variety of teaching methods appropriately matched with students' characteristics and subject-matter needs. The visitation team rated this aspect of the school "very high." The availability and variety of instructional resources was also ranked "very high" by the visitation team. In general, the faculty was rated "very high" on the criterion "instructional effectiveness" of the "Classroom Observation Guide" for both regular teachers and the resource staff whom the visitation team observed.

Facilitating school/classroom environment. The classrooms at Gauer School are very attractive, clean, and uncluttered; are tastefully arranged; and show evidence of academic emphasis. The entire school setting is highly conducive to learning.

On the "School Climate Questionnaire," the school was rated "very high" on the following items:

- The principal and staff encourage in students a desire for learning.
- The administrators and the staff have a sense of pride in the school and the student body.
- The school has the strong support of the parents and the community.
- The school has the strong support of the staff.
- The school has the strong support of the students.
- The students observe the rules of behavior.

On the observation guides for classroom teachers and specialist teachers, all of the seven items under the

criterion "facilitating classroom environment" were rated "very high." These items denote structure, organization, and system.

Discipline and order among students are evident, without the students' rights and freedoms being violated. That is, students are free to move about in the classroom or school in connection with classroom activities. This climate, together with caring teachers and achieving students, appears to have produced a high self-concept among the students. The students appear extremely happy about their school, their work, and their teachers; consequently, they attend class regularly and promptly. As to the climate of the grounds and hallways, the school received the top rating.

Another facilitative factor at Gauer School is the motivation provided by a reward system that recognizes not only academic achievement but also perfect attendance and positive behavior. The positive behavior program, which is linked to behavioral expectations and consequences, is explained to parents in September. For students with problems, the school day is divided into blocks of time. These students can earn points in the areas needed for improvement in each time block. Those who win points are further encouraged by rewards from their parents.

Ongoing monitoring. Gauer School was rated highly on the criterion "ongoing monitoring." Objectives are projected for each student in reading, mathematics, and language on a profile sheet that indicates when these objectives are introduced and mastered. Teachers keep these sheets up-to-date and use them for planning instruction to meet individual needs. These sheets are reviewed by the principal each quarter. In addition, the principal keeps a log for each classroom of students who are below grade level or limited in English proficiency. Records of notification to parents and actions taken by the school are recorded. This log is used to assist in monitoring the progress of students throughout the year.

The School Site Council, Bilingual Advisory Council, and Chapter 1 Advisory Council also assist in the monitoring process through committees for the consolidated programs. The committees focus on reading, mathematics, language, staff development, health services, and parental education and participation. Once a year the members of each committee review the plan and walk through all the classrooms to verify that the activities in the plan are being conducted. At the last meeting of the school year, the committee members report their findings and recommendations, which are used to plan for the following year.

The high-quality monitoring at Gauer School includes the instructional process. On the "Guide and Checklist for the Observation of Specialist Teachers," the teachers observed were rated "very high" on each of the five items listed under the criterion "ongoing monitoring":

- Teacher sensitivity to feedback
- Teacher responsiveness to feedback
- Corrections or adjustments based on feedback
- Continuity between check-up and instruction
- Identification of needs for next lesson or for referral to appropriate staff

Parent/community/district support. The parents whom the team interviewed were highly supportive and proud of the school and its staff. They also indicated that other parents and the community, in general, are knowledgeable about the school's programs and supportive of the school's policies and procedures. Information is disseminated through the school pamphlet, the monthly school newsletter, and the members of committees referred to previously. Classroom observations are especially meaningful to parents. They occur three times a year, and the principal prepares the parents by briefly training them on what to look for. After the tour a question and answer period takes place to give parents a chance to write their reactions, which are welcomed by the staff.

The Anaheim Elementary School District maintains high-level expectations not only of its students and teachers but of its principals. To ensure the attainment of standards, the district provides systematic in-service training for the principals and teachers. Principals are evaluated annually, schools are reviewed twice a year, and observations are made of principals evaluating teachers. Further, the assignment of knowledgeable district program assistants to schools for assistance in staff development and on curricular and instructional needs is unique in the area of district service to schools and is apparently a plus when there is rapport between the provider and clientele.

Beyond the Basics

For children who demonstrate superior intellectual ability and/or academic achievement, Gauer School operates a district-supported Gifted and Talented Education (GATE) program. Enrichment opportunities for all the students are made available through the county-supported Interdisciplinary Education Through

the Arts and Language (IDEAL) program, which is intended to promote dance, drama, art, and music. To develop personal and social responsibility, a patriotic program focuses on a weekly word, which is explained, displayed, and seriously brought to everyone's awareness as the week's theme. The word could be, for example, *cooperation, dependability, truth,* or *courtesy*. The kids for parks program aims to develop a sense of stewardship over the adjacent public park and teach community service, nature appreciation, and environmental education. For upper grade female students, the biannual mother-daughter banquet, sponsored by the Parent-Teacher Association (PTA), is an opportunity for the girls and their mothers to assume responsibilities in planning and making decisions for a successful evening of dining and entertainment. The school monitors' program offers many jobs and responsibilities to volunteer student helpers, such as lunch helpers, office helpers, rainy day helpers, and so forth. These opportunities for the exercise of responsibility develop students' attitudes and skills that are transferable to other areas of schoolwork, particularly the academic.

The Compensatory Education Program

On the whole, Gauer School was rated "very high" on its provisions for children with special needs. Specifically noted as having been rated "very high" were the "basic knowledge about compensatory education" projected by all the interviewees, the "nature of compensatory education services," and the interviewees' "support of or commitment to compensatory education."

Students who are below grade level in reading and mathematics are provided assistance in a primary lab for second and third graders that is supervised by an instructional aide who plans each student's program with the second and third grade teachers. The lab contains materials and machines for individualized instruction in mathematics and reading. Programs include Electronic Fixtures, Inc., Systems 80, Language Master, Spellbinder, Sullivan, SRA Reading, and DLM Math. The fourth, fifth, and sixth grade students receive assistance in another reading and mathematics lab. This lab contains Hoffman reading machines and uses instructional materials such as Clues to Reading, Lady Bird Read-Along, and teacher-made materials. Limited-English-proficient (LEP) students also receive instruction in English as a second language (ESL) in this lab, which an outstanding resource teacher supervises, assisted by an experienced instructional aide.

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Healdsburg High School (9—12)

Healdsburg Union High School District

Unique Programs in Reading and Basic Mathematics

Enrollment: 1,033

Concentration of compensatory education students: 27 percent

Ethnicity:

Asian 1%
Black 1%
Filipino 2%
Hispanic 24%
Native American 3%
White and others 69%

Community description:

- An extremely large geographical area
- A large number of immigrants and low-income families
- A solid, well-integrated "old guard" population
- A small town with a pleasant, warm feeling

Main features:

- Reading and mathematics programs for low achievers
- A well-integrated, diverse student population
- High expectations for student achievement
- A computer program funded by Hewlett-Packard

The Criteria

Principal's leadership. This principal was rated "very high" for his knowledge of curriculum trends, organizational and coordination skills, human relations skills, and ability to maintain a high-level of morale among staff and students. The concern for the students' self-esteem comes from a commitment to affirmative action, a policy that has produced a balanced staff of men and women, thereby creating male and female role models for the various ethnic student groups. To maintain high-level staff morale, the principal shares the responsibility for decision making; and teachers enjoy freedom to try out new programs, without threat of censure for failure. Interviewees described their principal as a much-liked person, although he may not be a highly visible leader. His leadership is a subtle kind that finds strength and fulfillment in perceptive knowledge and recognition of staff capabilities as well as a deep faith in professionals. He believes in sharing and delegating appropriate responsibilities to them.

This approach is reflected in the overall quality and performance of the department chairpersons and managers interviewed by the research team. These staff members are specialists in their respective fields who have gone far beyond the minimum requirements for satisfactory performance. One of them has been instrumental to the school's receipt of a $50,000 grant for a computer program from the Hewlett-Packard Company. Another has developed an innovative reading program with taped and printed materials for improving reading comprehension and word attack skills. These examples show what can happen when staff members are recognized for their abilities and are entrusted with specific responsibilities.

Academic emphasis. On the "Interview Guide/Record," Healdsburg High School was rated "very high" on these items under the criterion "academic emphasis": "expectations regarding academic achievement," "time devoted to academics," and the "academic content." Teachers' expectations of students' achievement have always remained high, and graduation requirements have always been higher than those in most of the surrounding schools. On this point the staff interviewed indicated that Healdsburg High School's graduation requirements existed before standards were established by the California State Department of Education.[1]

[1]See *Raising Expectations: Model Graduation Requirements.* Sacramento: California State Department of Education, 1983.

The focus on academics is evident from the curriculum demands made of all students, who are tested at the end of the junior year. Those who do not pass the mathematics portion of the test are required to complete successfully an additional year of mathematics. Likewise, all students are tested in English at the end of the sophomore year and placed in appropriate junior English classes. Instruction in writing skills, such as outlining, doing research, and writing term papers, are included in both English and social studies courses. Students are consistently encouraged by counselors and teachers to achieve to their maximum ability. Honor scholarships are awarded, and scholars' pictures are displayed on bulletin boards.

The emphasis on academics is reflected in the homework policy. Homework is an integral part of the student's academic experience at Healdsburg High School and is based on a well-planned two-part policy. Part I states the characteristics of good homework assignments; Part II presents some acceptable reasons for homework.

Healdsburg High School has problems similar to those of other schools: increasing class sizes, decreasing funds, and an influx of students with special needs. These problems, however, have not diminished the curriculum offerings.

Instructional effectiveness. The district's educational philosophy refers to teachers as the "key to any realization" of the district's policies. The teachers must:

- Understand the psychology of the children entrusted to them.
- Become as expert as possible in teaching the curriculum area assigned to them.
- Be willing to participate in faculty committee work; take an active part in professional organizations; and take an active interest in the school, district, and community.

This view of the teaching role finds expression in the dual role played by teachers—understanding the students and teaching them their subject specialization. Programs are developed around the particular needs of students, thus enhancing their interest in learning and allowing them opportunities for success.

A lot of good teaching occurs in most of the classes, and the students are highly motivated. The encouragement of a "desire for learning" by the principal and the staff increases the students' motivation. The school was rated "very high" on the item "the principal and staff encourage in students a desire for learning," which appears in the "School Climate Questionnaire."

Facilitating school/classroom environment. Besides the items previously referred to, the school was rated "very high" on the following items of the "School Climate Questionnaire":

- The administration and the staff have a sense of pride in the school and the student body.
- Teachers are encouraged to be innovative in their classrooms.
- The school has the strong support of parents and the community.
- The school has the strong support of the staff.
- The school has the strong support of the students.

The physical and emotional setting also contributes to the quality of the school environment. Business organizations, the community, and the students, including the carpentry class (which did some woodwork), shared in repainting, remodeling, and cleaning up the school. The clean campus has become an incentive. As one student put it, "You like to keep a place clean that looks nice."

The interviewees indicated that Healdsburg High School has a "very, very tight lid on discipline and order." According to the school board's policy, all teachers, administrators, and other staff members are in positions of authority over the students. Every teacher, therefore, is involved in the discipline of the students as a primary tool in preparing them for their role as adult members of society. Accordingly, the research team rated the school "very high" for the item student "discipline and order." Among the indicators of discipline noted is the task orientation of the students. The reward system is not as obvious to the observer as are the penalties attached to assignments for noncompletion of tasks. More significant, however, is the instrinsic motivation that comes from good teaching and generally stimulating content.

Improved attendance as a mark of discipline and order should be credited to the variable credit policy, which was instituted during the 1982-83 school year. Objective evidence of this policy's success is the latest absentee record of 10 percent, compared with the previous one of 13 percent.

Efforts to make Healdsburg High School a facilitative learning environment have also stressed the building of the students' self-esteem because of the relationship of this feeling to achievement. Programs for this purpose include peer counseling, a volunteer program for orientation of freshmen, student counseling, help from the attendance office, and a strong program against drug and alcohol abuse. This program has succeeded in significantly reducing the number of sus-

The computer program funded by Hewlett-Packard offers courses in computer literacy, programming, and word processing.

pensions resulting from violations of rules concerning drugs and alcohol.

Ongoing monitoring. In the "Interview Guide/Record," Healdsburg High School was rated "very high" on the item "evaluation of student progress." On the "Classroom Observation Guide," the classes observed were rated "very high" on all of the following five items under the criterion "Ongoing Monitoring":

- Teacher sensitivity to feedback
- Teacher responsiveness to feedback
- Corrections or adjustments based on feedback
- Continuity between check-up and instruction
- Identification of needs for next lesson or for referral to appropriate staff

Students' progress is monitored throughout the year, and grading is a way of communicating that progress to the students and their parents. Deficiencies are also tracked and appropriately communicated to parents. For those students who show consistent effort, attempts are made to place them in classes where they need not fail.

Parent/community/district support. This school was rated "very high" on the items "nature of district support" and "nature of parent/community involvement." The school's volunteer coordinator has formed an advisory group of parents that acts as a screening and sounding board for recruiting volunteers. As a result, this coordinator has had the largest number of volunteers among volunteer coordinators in the county. The participation of volunteers involves tutoring students, providing telephone service for the attendance office, serving as teacher aides, chaperoning for field trips, serving as guest speakers, sponsoring out-of-school activities, and raising monetary donations for trips and scholarships. The community, in general, has always been supportive of Healdsburg High School, and many community members are alumni who plan activities for Healdsburg's teenagers. The social life of the community centers on the school, especially its athletic program.

The district encourages and supports new programs and has its own staff development program. The district's staff, especially the top-level administrators, are highly visible on campus. They show that they recognize and appreciate the school's accomplishments and honors by, for example, participating in the interviews conducted by the State Department of Education's review team during the two-day visit to Healdsburg High School.

Beyond the Basics

Beyond the academic basics are a number of cocurricular activities and imaginative enrichment course offerings. The Hewlett-Packard Company funded a program that offers courses in computer literacy, programming, and word processing. A course entitled Yearbook is devoted to the training for and actual experience of developing the school yearbook and, therefore, enrolls the yearbook staff. The class is responsible for recording the events of the designated school year through writing and photography and for raising the funds needed for publication.

The chorus class performs during the harvest dinner, baccalaureate ceremony, winter concert, and spring event. Programs include classical, contemporary, and popular music as well as musical comedy.

In the homemaking department, On Your Own is a one-year course for seniors that involves guest speakers, field trips, interviews, films, and activity projects to provide knowledge in the following areas: living on one's own, foods and nutrition, serving, budgets, income tax, careers, banking, cars and insurance, parenting, credit, and cultural foods.

Student Leadership is a class designed for those who meet one or more of the following items on the checklist of criteria for effective student leadership:

- I like to help other people.
- I enjoy taking on and carrying out responsibility.
- I am capable of working with others to help solve problems.
- I want to become more aware of what's happening around me.
- I feel that I have a personal stake in improving my high school.

All the officers of the student council, as well as class and club presidents, are asked to take the course. It is also open to those who have a strong desire to develop leadership qualities.

In general, every effort is made to achieve the broader goals of the curriculum, through credit courses such as the foregoing and through noncredit cocurricular activities, such as participating in the Phi Delta Kappa-sponsored Academic Olympiad and the Sonoma County Academic Decathlon, taking part in school beautification and repair, and attending special interest camps.

The Compensatory Education Program

The most unique aspect of the compensatory education program at Healdsburg High School is the read-

ing program for students who score below the 50th percentile in the district's achievement test. The reading teacher is a former director of the Title I (now Chapter 1) project and has experience and insights in helping students improve their comprehension and word attack skills. This method has three main characteristics:

- Heavy involvement on the part of the students
- Immediate assistance with unknown words and meanings
- Forced attention and fast pacing of material

Students listen to books that have been taped in the studio behind the classroom. The books are read in an interesting manner; but, because the tape is set at double speed, the voice resembles that of Donald Duck. To listen and hear the words demands considerable attention. Students' minds cannot be allowed to wander, since once off the track students have great difficulty finding the place. The teacher interrupts the tape at quick intervals to check whether the students know what the last word is and where that word is in the book, thus ensuring that students are following the print. Students note the literary aspects of the written material while listening to the story. If an analogy is noted, for example, the student simply calls out *analogy* and receives the points of credit allocated for that item. The teacher has a long list of literary devices on the chalkboard for reference. A point system has been established that keeps students pushing for credits. A student assistant maintains the recordkeeping system, which is supervised by the teacher.

New words in the text are discussed when encountered. For example, the teacher asks, "Who can explain the meaning of *campanile*?" If no one answers, the teacher defines the word and uses it in another sentence in addition to the text reference.

There is no time for waiting, inattention, or pauses. The "pressure cooker" starts immediately and lasts all period. The tape is turned on at normal speed for a few moments, then doubled, and students are forced to maintain constant alertness. Infractions of behavioral standards are dealt with quickly through the point system and result in penalties of required attendance in the study hall or the alternative of vacuuming the classroom after school.

During the observation a warm, supportive collegial feeling prevailed in this class. The teacher appeared to be instilling pride in achievement, task orientation, and respect for other learners and the general classroom environment.

Basic mathematics, on the other hand, is a basic course in the fundamental operations, with an individualized study program. The length of the course, which depends on the student's learning pace, has the following built-in challenges for students:

- Students may challenge a unit before starting it. They should do the review on the unit first and may have two to three days to complete this review, which shall be required homework. Students may then take the final test; and if they pass it with a score of 75 percent or better, they will receive two credits with the grade on their test and may go on to the next unit. If they do not pass it, they must do the entire unit. Students may challenge a unit only once.
- Students may also challenge an exercise test. To do this, they must have successfully passed the diagnostic test and any additional material covered in the challenge box for that exercise; and they must have the teacher's permission. If they pass the exercise test with a score of 85 percent or better, they may then go on to the next exercise. On a test with 12 problems, they may pass with an 83 percent. If they do not pass the test, they must do the work for that exercise. An exercise test may be challenged only once.
- Students may not receive assistance from a teacher or an aide while taking the test or doing the work. This policy is also true for any test taken during the course.

Accurate and timely recordkeeping is an important part of the program. Parents help by encouraging their children to complete their exercises on a daily basis.

In addition to the exemplary reading and mathematics programs, the research team found all the interviewees to be "very highly" knowledgeable about the compensatory education program. They also were rated "very high" on their support of and commitment to the compensatory education program. Above all, the program manager for compensatory education is knowledgeable about and committed to the program.

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Jefferson Elementary School (K—3)

Carlsbad Unified School District

Management by Objectives

Enrollment: 482

Concentration of compensatory education students: 38 percent

Ethnicity:

Asian **2.5%**
Black **4%**
Filipino **0.5%**
Hispanic **47%**
Native American **0.5%**
Pacific Islander **0.5%**
Other **45%**

Community description:

- Coastline community 50 miles north of San Diego
- Mostly low-cost single family residences
- Centers of culture and education nearby

Main features:

- A knowledgeable and goal-oriented site leader
- Focus on instructional processes and products
- A district leader who sets the pace
- An extremely facilitating environment

The Criteria

Principal's leadership. The principal is a model of skillfull leadership. She is courteous, caring, articulate, a good listener, motivated, goal-oriented, and extremely well organized. She is dedicated without being harried, knowledgeable without sounding pedantic, and professional without being narrow and confined. She has an amazing variety of interests. (Among other activities, she writes lyrics; but she remains primarily an educator deeply involved in the education of young children.) An evaluation of her made by the district office sums it up: "Miss Mattes is a superstar."

The results of the two-day visit by the review team and the follow-up visit by the writer verified the working philosophy of leadership described in the general information form the school sent to the State Department of Education prior to the visit. This philosophy regards the principal as an instructional leader and emphasizes the importance of high expectations and standards, a positive school climate, and effective organization, communication, and working relationships.

On the "Interview Guide/Record," the principal was rated "very high" on all the items under "principal's leadership":

- Knowledge of current educational trends, including the sharing of knowledge with staff and its translation of this knowledge into practice
- Goals—how they are formulated, communicated, and realized
- Power and decision-making process—how decisions are made; knowledge and management of community power structures
- Organization and coordination—how these are achieved
- Human relations—between administration and staff and between administration and community

The visitation team observed the principal to be outstanding in all of the preceding categories, especially with respect to her goal-oriented approach to management. As in all schools in the Carlsbad Unified School District, where the district superintendent himself sets the pace, the style of management is by goals and objectives, with each person accountable for his or her own. Personal styles differ, and in this case, the principal's style apparently produces the desired results. The key element seems to be organization—strong and emphatic, yet flexible and personal. Work standards and expectations are made clear and are modeled by the principal. No individual or group gets or expects to get special privileges. Further, maximum use is made of the staff's skills. For example, staff members provide in-service training on their respective specialties, and good work is always recognized and rewarded. As a result, staff morale is high, and Jefferson School provides a satisfying working environment for all.

Respondents to the "Questionnaire on Decision Making" stated that recommendations for decision making came from all levels and groups, such as site administrators, district staff, parents, and others. Parents appear to be significantly involved, but the main decision maker is the principal and, where appropriate, the district staff members.

Academic emphasis. Interviewees indicated to the review team that the overall goal at Jefferson School is to provide the highest quality education for all its students. Although the main academic focus is on basic skills, higher academic skills are not neglected. A daily class period is set aside for critical reading, creative writing, oral expression, mathematical under-

A daily class period is set aside for critical reading, creative writing, oral expression, mathematical understanding, and other complex activities.

standing, and other complex activities. These activities take place within the structure of a competency-based curriculum, with five levels of ability in each subject area. In reading, each level is so well defined that the classroom teacher knows where the child's achievement should be at the end of a quarter. Just as there are high expectations of staff work, expectations of student achievement are very high, too.

In support of the academic focus, a homework policy exists for each grade level to provide the reinforcement needed to establish learning as well as to develop responsible work habits that are important to every learner. The model school day and the model school week formats developed by the district set forth the minimum instructional time required for each subject area but specify the maximum time limits for noninstructional activities. The team noted excellent use of the designated academic time and rated the students "very high" for task orientation.

From the section on "academic emphasis" of the "Interview Guide/Record," Jefferson School was rated "very high" on:

- Homework policy—its nature, purposes, and support from the home
- Incentives and rewards to encourage students' academic achievement
- Expectations regarding students' achievement
- Time devoted to academics

On the "Instructional Resources Checklist," the school was rated 5 on a scale of 1 to 5 for the variety, range, and completeness of instructional resources available and for the management system by which instructional resources are made economically available for use of staff and pupils.

Instructional effectiveness. This extremely well organized and supportive faculty was rated "very high" on the use of teaching methods and strategies—the relation of methods and strategies to objectives and content and the match between the method and student and teacher characteristics. The faculty's expertise in methodology may be traced largely to the continuing staff development program for which the school was rated "very high" in all of the interview situations.

Staff development is both formal and informal, with the principal playing an active role as staff developer. As part of the program, systematic observation of teaching is ongoing. The principal spends at least three hours daily to do four informal observations of classrooms. Formal observation of every teacher, using the clinical approach, takes place four times a year. Further, teacher/principal conferences are held every two months; and teachers can watch videotapes of themselves for self-appraisal, as part of the professional development program (PDP) model sponsored by the district.

Faculty meetings provide additional in-service training. Some meetings are devoted to single specialized topics and presentations; others, at the various grade levels, to small-group discussions of the results of previous needs assessments.

In-service training includes nonprofessional staff members. Monthly meetings are held for them, with resource persons providing training related to instruction. This special training is additional to that regularly provided by classroom teachers.

The staff development mechanisms in operation have promoted not only staff competence but also communication and coordination—between the administration and staff as well as among the staff.

Each reading level is so well defined that the classroom teacher knows where the child's achievement should be at the end of a quarter.

Facilitating school/classroom/environment. According to the visiting team that rated the school and classroom environment, "many of the best things at Jefferson School are occurring in this area." The rating was "very high" or 4 on a scale of 1 to 4 in all of the interviews on the following items under the criterion "facilitating school/classroom environment" on the "Interview Guide/Record": physical setting of the school/classrooms, emotional climate, student discipline/order, student task orientation, system of rewards/incentives for proper behavior, and staff/student morale.

The entire setting is well maintained and organized. As a result of the caring and understanding shown by the teachers, students' self-concepts and morale are high.

All teachers file a discipline plan with the principal. Each parent receives a copy so that both parents and teachers know what behavior is expected of students and what the consequnces for misbehavior will be. Each teacher has a philosophical commitment that concern for students' good behavior is not limited to children in his or her classroom. By means of a code of classroom standards, the care of the classroom is

emphasized, and model classroom responsibilities are assigned and displayed. The success of the discipline policy is evident.

As previously noted, the students' task orientation was rated "very high," with the students working on task no less than approximately 90 percent of the time. This situation results from the students' high level of motivation, which matches the enthusiasm of the majority of the teachers.

Jefferson School's system of rewards and incentives for good behavior is evidently taking effect from the classrooms through the hallways and grounds, which rated 5s on a scale of 1 to 5 for their climate on the "Grounds/Hallways Checklist." As an incentive to improving the behavior of students, the principal awards a blue ribbon for good conduct.

Monthly American heritage assemblies honor two students selected as outstanding citizens from each classroom. At the assembly all classes bring their classroom flag. Reports, plays, or poems about famous Americans honored during the month are presented. Group singing also occurs as the culmination of the assembly. Pictures of the honored students are displayed in the office and also appear at Jefferson School's Adopt-a-School partner, Safeway Stores, Inc. Students have developed excellent citizenship, courtesy, and listening skills by participating in these assemblies.

Ongoing monitoring. The school was rated "very high" on all items under the criterion "ongoing monitoring" of the "Interview Guide/Record":

- Needs assessment—how it is done and how data are used
- Evaluation of student progress—how it is conducted; the correspondence between evaluation procedures and outcomes being evaluated
- Use of assessment and evaluation data in planning and decision making
- Feedback to staff, students, and community of assessment and evaluation data

The progress of individual students is carefully tracked by teachers. Students making little or no progress are referred to the Talk About Problems (TAP) committee and the resource team to determine options for those students. The TAP committee is composed of three resource teachers, one of whom chairs the committee, and the teacher who makes a referral. The principal, too, sits down with the committee. The resource team includes the principal, the three resource teachers, and the bilingual specialist.

On the basis of the results of ongoing monitoring, the principal singles out the component indicating the greatest need for improvement. That component becomes the main focus of all visits and observations as well as of remediation and monitoring efforts during the quarter.

Parent/community/district support. Items on the nature of and mechanisms for parent and community involvement were rated "very high" in all interviews conducted by the research team at Jefferson School. These mechanisms include:

- A sunshine day for staff sponsored by the PTA
- The *Pony Express*, a newsletter that goes out every Monday during the school year
- The "Curriculumgram" from the principal to the parents to let them know what is new in the curriculum
- Neighborhood coffees
- Park meetings
- Presentations by the principal before community and civic groups
- A yearly multicultural festival and other big events to which the community is invited

Because the parents are kept well informed about what the school is doing for their children, they are cooperative and helpful, especially with respect to their roles relating to the discipline policy and the

homework policy. The latter urges them to provide the conditions at home that would enable their children to do their work well. Parents are also asked to sign corrected homework to show that they have read it. Some parents who have special talents in music and art, for example, share their skills by teaching.

A source of community support is the local Safeway store. Safeway staff members give talks on consumer education and make their bulletin board available for important information regarding activities at the school and its outstanding students.

The school district, which emphasizes academics, gives Jefferson School a lot of support. The district keeps track of school activities through a "What's Cooking?" report that is sent to the school board every Thursday. The Carlsbad Unified School District was among the first districts in California to implement the model standards provisions in the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813), a law intended to raise the effectiveness of California's schools.[1]

The local school board, too, is outstanding and was one of 17 school boards nationwide that received awards for taking the lead in implementing the recommendations of *A Nation at Risk: The Imperative for Educational Reform.*[2]

Beyond the Basics

As noted in an earlier section of this report, the curriculum is not all basics. The model instructional week includes 60 minutes of social studies and science, 60 minutes of music, 60 minutes of art, and 150 minutes of physical education, with instruction about health and nutrition also included. Musical productions are presented each quarter by different grade levels, and ongoing instruction about computers is provided. Field trips to places like the Scripps Institution of Oceanography, the San Diego Zoo, the Aerospace Museum near La Jolla, and other locations enrich the children's experiences. For training in responsibility and creativity, each grade level presents an annual major school production, such as the winter program, Thanksgiving, and the patriotic program.

The Compensatory Education Program

The visitation team reports that Jefferson School has a good program in effect for compensatory education students. This program resorts to both pull-out (sending the student from the regular classroom to a special class for instruction) and in-class instruction, depending on the student's need. All students who perform below the cut-off level of the 28th percentile are served by aides and a resource teacher who was rated "very high" or 4 on every item under the following criteria of the "Guide and Checklist for the Observation of Specialist Teachers": "academic emphasis," "ongoing monitoring," and "facilitating school/classroom environment."

Classroom teachers, too, do their part for the program. A system is available for student referral, and student progress is tracked. The visitation team, could not, however, ascertain how well compensatory education services supplement the regular program.

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[1]For more information about these standards, see *Raising Expectations: Model Graduation Requirements.* Sacramento: California State Department of Education, 1983.

[2]David P. Gardner and others. *A Nation at Risk: The Imperative for Educational Reform.* Washington, D.C.: National Commission on Excellence in Education, U.S. Department of Education, 1983.

Joe Hamilton Elementary School (K—4)

Del Norte County Unified School District

Nothing Trendy, But They Perform

Enrollment: 393

Concentration of compensatory education students: 67 percent

Ethnicity:

Hispanic 2%
Native American 13%
Other 85%

Community description:

- Situated in the center of Crescent City on the northwestern California coastline about 50 miles south of the California/Oregon border
- Mountainous terrain
- Industries largely lumbering, agriculture, tourism, and fishing, which is declining

Main features:

- A group of people who care about students
- Excellent use of test data
- Commitment to the school's purpose

The Criteria

Principal's leadership. Everyone speaks highly of the principal. Although he has had prior experience as a principal, he has served in this school only a year. Hence, he does not wish to take undue credit for the honor recently achieved by the school. He performs well in his role as a facilitator and efficiently directs the school's staff members toward achieving their goals. According to the visitation team, "he does not follow trends" and is more concerned about children than about educational research; but he does keep up with the field.

The team's report describes a situation that illustrates the facilitator and leadership skills of the principal. When he started as principal of Joe Hamilton School, ten minutes of exercise and free play were allotted to physical education. He observed classes and asked teachers to write a description of their physical education program. Then he assembled the staff for a meeting in which he made a rule: no free play except on Fridays. From then on he wanted either to see a real physical education program or to have the children kept in class for extra work in the basic skills areas. No one disagreed, so that policy has remained.

The principal gives credit for the success of the school to the staff, parents, and the original principal. Since the principal began his duties, he has worked to strengthen the positive and encouraging atmosphere from an earlier administration by recognizing and supporting the efforts of staff members. They return his efforts with cooperation and support. According to the team the magic element at the school is cooperation.

Although the team members could not assign a high numerical rating to the principal's role because he had not been at the school long enough, they felt that he had been a critical factor in the program's success during that year and that his contributions will be even more important in the future.

Academic emphasis. The purpose of this school is to teach the children to read, write, and compute. The children are expected to be able to perform these skills, and they do. No fixed time allotments for these subjects are set by the district's or school's policy, but the majority of the day's activities are in reading and mathematics. These activities cover the skill areas in depth and are taught with a heavy emphasis on workbooks and drill sheets. The teachers assign homework only when they see a need for it.

Few extrinsic rewards are given for academic achievement (except for stickers placed on work that is well done). The intrinsic reward is emphasized—satisfaction derived from learning. According to the team members, "The general sense that we picked up is that one learns because that is what one comes to school to do—not to get prizes."

The principal has each child in the school read to him at least once during the year. The child brings a favorite book to the principal's office, and both the principal and the child have a quiet time together. Then the principal keeps an anecdotal record of the child's performance.

In general, the basic skills program appears to be centered on textbooks. The school's staff members are doing what they set out to do, and the students are achieving as their teachers want them to.

The purpose of this school is to teach the children to read, write, and compute. The children are expected to be able to perform these skills, and they do.

Instructional effectiveness. The staff members of each grade level have identified a set of skills and knowledge they would expect of students entering the grade level that they teach; e.g., the "The incoming third grader should be able to . . ." The teachers of the next lower grade are expected to work toward having their students acquire these skills and knowledge. These expectations have become a general framework on which the school program was based.

As previously indicated, teaching methodology is not the magic element at Joe Hamilton School. The staff's concern is to determine what works for learners in terms of their needs. In this regard, small-group instruction appears to be the preference over large-group instruction. This approach is made possible by the availability of usually more than two instructional persons in the classroom. Each reading class has an aide, a parent, and a cross-age tutor to assist the classroom teacher.

Attention is given to training and systematic supervision in an attempt to improve classroom instruction. Cross-age tutors, aides, and volunteers are trained in addition to being supervised directly by the classroom teachers. The teachers, in turn, are given training through the staff development program and are supervised by the principal. Observations of teachers made twice a year are part of the supervisory process. Improved supervisory procedures and, therefore, more

effective instruction are expected with the new district superintendent's institution of clinical supervision. Using this approach to supervision, administrators work closely with teachers, schedule observations, and follow up with conferences. Instruction appears to meet the needs of various types of students, including students with special needs.

Facilitating school/classroom environment. This school environment is comfortable, neat, safe, and well maintained. The emotional climate is positive because of a staff that cares and a principal who knows and cares about each child. The administration and staff are committed to students' success in learning. To them, this success is essential to making students feel good about themselves.

No written discipline policy exists, but discipline is in effect. The philosophy of assertive discipline is accepted and is applied in modified form to suit each teacher's classroom specifications. The children are expected to behave, and they do so. Punctuality and task orientation, too, are considered important. Teachers and aides see to it that students finish their work.

Another indication of a facilitative environment is high morale among staff and students. With everyone—staff, students, and parents—made to feel important, the morale is certain to be high. On the "School Climate Questionnaire," the visitation team rated the school "very high" on the following items:

- Students are absent only for justifiable reasons.
- The administration and the staff have a sense of pride in the school and the student body.
- The school has the strong support of the staff.

Good attendance follows from students' satisfaction with school work, the workplace, and the people students deal with. In the words of the visitation team, "They do not have any slick curricula or fancy organizations. They are just a secure, hardworking, and cooperative group of caring people with a very good principal."

Ongoing monitoring. The strength of this school's monitoring process comes from the ongoing use of test data. Every teacher knows the subtest data for his or her pupils and uses this information to direct instruction. An example of this situation was cited by the teachers about their California Assessment Program test scores in alphabetizing. Because these scores had declined, the teachers closely examined their approach to teaching that skill. They learned that they had not been testing for the students' ability to transfer the skills involved to new situations. Hence, they started experimenting with ways to teach and to test correspondingly for the application of knowledge to different situations.

Ongoing monitoring is an area of strength at Joe Hamilton School. This practice reflects a professional commitment on the part of the entire staff.

Parent/community/district support. Parents play an important role at the school. They serve as classroom volunteers on a daily basis, and they are involved throughout the year in special activities, such as going on field trips, preparing materials for classroom use, sponsoring a book fair, and several others. Usual forms of contact with parents include report cards, conferences, and newsletters sent to the stu-

Although the main focus is on basic skills, creative writing and other complex activities are not neglected.

dents' homes. Workshops are also held to update parents on what is taking place in school. In this small town, Joe Hamilton School, like the rest of the schools in Crescent City, is a center of community activity.

The community has been instrumental in the observance of artists in action day and multiculture day at the school. Community agencies such as the fire department, the ambulance service, the sheriff's office, and the rangers of the state and national parks are often called on to provide community services.

The district offers instructional support through the county's instructional materials display center and through the services of speech, bilingual, and migrant education personnel. In the future the district will also be offering services in terms of the clinical supervision program previously referred to.

Beyond the Basics

Does one get the impression that Joe Hamilton School is concerned only with the basics? Although the major concern is the basics, there is time for enrichment activities to which the community is invited. These activities further develop the sense of responsibility of students and their feelings of pride in their school.

The Compensatory Education Program

Compensatory education students get plenty of adult help from the following positions that receive ECIA, Chapter 1, funding: a resource teacher, a classroom teacher, instructional aides, and an aide for the library. Other help for these students is provided by cross-age tutors from the neighboring junior high school and district-based specialists. Services may take place in the classroom or in the Chapter 1 laboratory and are intended to reinforce classroom instruction for the participants. Chapter 1 services are well coordinated with other program services. Although the program has no unique aspects, the commitment of all concerned to improving the performance of the participating student is worthy of note.

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John Muir Elementary School (K—5)

San Francisco Unified School District

Inner-City Children Achieve

Enrollment: 414

Concentration of compensatory education students: 86 percent

Ethnicity:

Asian **19%**
Black **30%**
Filipino **Less than 1%**
Hispanic **43%**
White and others **7%**

Community description:

- Extremely low-income community of AFDC families
- High transiency rate that requires extra flexibility in assessment and instructional provisions

Main features:

- A principal with a highly positive attitude
- Teachers as learning facilitators
- Highly rated provisions for children's special needs

The Criteria

Principal's leadership. First-time visitors to the John Muir community may find the surroundings depressing. But those who come knowing that John Muir is an "achieving school" are optimistic that things must be different within those walls. Entering the building, one finds a drastically different atmosphere, especially when going to the principal's office to exchange greetings with the principal and her staff.

Rated "very high" for her human relations skills, this school leader conveys a positive attitude built on understanding of and commitment to disadvantaged children. The "General Information/Program Description Form" (see Appendix A) submitted to the State Department of Education in the competition for selecting achieving schools supports this statement. This form rates the six criteria of the study for their impact on students' achievement, using a three-level rating system: "effective," "very effective," and "very highly effective." "Principal's leadership" was rated "very highly effective," and the five remaining criteria were rated "very effective." At John Muir School, the visitor becomes certain that schools can make a difference.

The principal's leadership functions, as described in the principal's philosophical statement and confirmed by the research team and the project director and writer of this report, are as follows:

- Commits herself to the total school program
- Maintains a specific time allotment for each area of instruction in accordance with district policy
- Assesses the faculty's needs for all instruction
- Provides for those students who need enrichment or remediation
- Uses student's assessment and evaluation data to make program decisions
- Keeps parents informed of the progress of their child in developing scholastic abilities
- Supervises the implementation of daily attendance-related procedures
- Promotes a learning-oriented atmosphere in the school
- Identifies the school's objectives for the instructional program in cooperation with teachers, students, parents, and community representatives

This caring and committed principal is excellent in human relations skills, extremely perceptive regarding the needs of the disadvantaged, and imbued with great faith in the commitment of her co-workers. These characteristics are clear in her position paper regarding her expectations of her staff.

Academic emphasis. The outstanding performance of students at John Muir School on the California Assessment program's reading and mathematics tests for the school years considered in the selection of achieving schools (1980-81, 1981-82, and 1982-83) speaks for the academic thrust of the educational program. In line with this outcome, the school was rated "very high" on the following items under the heading "academic emphasis" of the interview guide used by the visitation team: "expectations regarding academic achievement," "time devoted to academics," "academic content," and "place of homework."

These results are explicitly conveyed in the following excerpts from the "Principal's Expectations for Classroom Teachers":

> Speaking, reading, and writing are the basic skills for learning, and their development is the responsibility of every teacher. . . .
>
> All teachers will teach the reading skills essential to other subject areas. Teaching the special vocabulary of the subject is each teacher's responsibility. So is the teaching of special skills, such as word problems in arithmetic, graph and table reading in social studies, formula reading in science, and other skills that are specialized aspects of reading.
>
> All teachers will understand that, apparently, students convert information into knowledge by thinking and writing. All teachers will have students write often to increase this process of integration.
>
> All teachers, recognizing the value of class time, will use such time efficiently. They will plan with the students for homework as preparation for, review of, or drill on material taught during class time. Students will be regularly encouraged to become independent learners and recreational readers by having appropriate homework thoughtfully developed and carefully assigned.

Instructional effectiveness. The responsive and caring faculty members are attuned to the socioeconomic conditions of this culturally diverse student body. They receive in-service training, too, from bilingual education through a whole range of items that include tests and testing procedures and their interpretation, the teaching of reading, recordkeeping, Chapter 1 regulations, and English as a second language (ESL). The faculty is also participating in special grant programs such as a state-funded program called "Case Studies in Bilingual Education" and a district-funded cross-cultural program.

In accordance with the principal's expectations, the staff members were rated "very high" on the nature and role of their instructional objectives (item 13 of the interview guide)—the relation between objectives

and assessed student needs, the formulation procedures, their specificity and clarity, and the agreement between objectives and evaluation procedures. The objectives are part of the long-range planning, and the teachers are responsible for having a daily lesson plan that provides details to enable another professional to interpret and carry out the plan if necessary.

For every child who enters John Muir School, testing is done for reading, language, and mathematics placement. Prescriptions are formulated according to students' needs. The teacher's prescriptions enable the individual child to progress. Instruction is individualized, allowing each child to progress at his or her own rate. The teacher places children with similar needs in specific groups for classroom management purposes only. Instructional aides are placed in each classroom to reinforce teachers' instruction. The teacher's instructional program fits the student's learning modality. Students' needs are assessed constantly, and curricular objectives are prescribed to fit the individual's diagnosed need. The total instructional program includes a concern for the cultural diversity that exists in this school. Culture, in all its variety, is recognized, understood, respected, and employed to make instruction effective. Expectations regarding teachers' performance, as expressed in the principal's position paper previously referred to, is aided by the constructively humanistic approach to the supervision and evaluation of instruction.

Facilitating school/classroom environment. John Muir School was rated "very high" on the following items under this criterion in the "interview guide/record": physical setting of the school/classrooms, emotional climate, student discipline/order, management of routine, and staff/student morale.

The staff has done much to give the old structure an atmosphere that provides both learners and teachers a certain level of aesthetics and comfort. The maintenance of a positive emotional climate is given due attention and is facilitated by giving the children a sense of belonging, which is vital to one's feeling of self-esteem. Communication between students and their teachers appears to be open, thus making it easier for the teachers to understand how students feel about themselves and their work. Problems of discipline are handled within the classroom by the classroom teacher and are referred to resource people for consultation—parents, the special education teacher, and the principal—only when the teacher finds difficulty resolving a problem at her level.

On the "School Climate Questionnaire," the following items were rated "very high":

- The principal and the staff encourage in students a desire for learning.
- The administration and the staff have a sense of pride in the school and the student body.
- The school has the strong support of the staff.
- The school has the strong support of the students.

The implementation level of the previously listed characteristics of a facilitative learning environment is a response to the administrative concept of teachers as "learning facilitators."

Ongoing monitoring. Although there is nothing unique about the monitoring and evaluation practices at John Muir, their apparent strength lies in the use of evaluation information to determine students' progress, prescriptions for learning, and new objectives. Students' progress in language, reading, and mathematics is recorded on individual pupil profile cards. These cards are collected twice a year to summarize the average rate of growth by grade level and to compare this rate with school program objectives.

The Program Evaluation Committee (which is composed of parents, classroom teachers, one paraprofessional, and the principal) evaluates the school program twice a year to make sure that the objectives of the program are being met. This committee's findings are discussed, recorded, and fed back to the faculty and staff, together with their recommendations.

Parent/community/district support. Parents play an active role in the total school program. To promote meaningful parent participation, the school staff holds parent workshops once a month on topics like school advisory committee rules and regulations, ESL, planning and evaluation, multicultural education, and others. The workshops center on the acquisition of understandings that parents will need for the following kinds of involvement:

- Helping children learn to read and do other things at home and at school
- Participating in the evaluation and implementation of the total school program
- Taking part in planning the educational program
- Facilitating communication between the school and the community
- Taking part in forums for the discussion of important educational issues

The previously listed items are confirmed by selected parents who responded to "A Report Card for Parents." The parents gave a rating of 4 on a scale of 1 to 4 to the following sections of the same instrument: parental involvement in the school, general commitment to schooling, and parental attitudes toward discipline.

It seems clear, too, that the systematic and continuing in-service training of parents has enabled them to take part in every area of decision making. The tally sheet on responses to the "Questionnaire on Decision Making" administered to selected people on-site, including parents, attests to this situation.

District support, on the other hand, is in the form of district-level in-service training, provision of human resource services, and monetary support for special forms of activities through the San Francisco Educational Foundation, a private organization of volunteer citizens.

Beyond the Basics

The focus on reading, mathematics, and language does not exclude students' activities for personal and social development. Parents are given in-service training on these activities so that they can understand how the activities relate to the overall educational goals at John Muir School. The activities include the monthly assembly programs (including observance of special days); winter holiday program (in which all students participate); March of Dimes Walk-America program; jump rope for your heart program; cerebral palsy program; energy saving program; activities sponsored by the Girl Scouts and Boy Scouts and American Red Cross organizations; art contests; and "Write On" Contest.

The Compensatory Education Program

In addition to the strong base program, a well-organized and well-staffed compensatory education program is supported by state and federal compensatory education funds. A full-time resource teacher provides the overall coordination of the program, and teachers' aides and regular volunteers are available in every classroom. The classroom observations made by the research team clearly showed a system for referring participating students to aides and specialist teachers. Classroom teachers and aides do constant informal monitoring of students' progress, and the students' profiles are checked three times a year by both the principal and the resource teacher. In general, the teacher interviewees were rated "very high" on "instructional provisions for students with special needs."

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Kennedy (Samuel) Elementary School (K—6)

Elk Grove Unified School District

Outstanding Compensatory Education Services

Enrollment: 501

Concentration of compensatory education students: 59 percent

Ethnicity:

Asian **13%**
Black **15%**
Filipino **2%**
Hispanic **18%**
Native American **1%**
White **51%**

Community description:

- Thirty-four percent AFDC, compared with school district's percentage of 15 percent
- Small two- or three-bedroom homes or apartments that are close to a new Indo-Chinese community
- Located in a suburban community south of Sacramento

Main features:

- Strong emphasis on reading
- Outstanding compensatory education program
- A collegial, enthusiastic faculty
- Provisions for children's special needs

The Criteria

Principal's leadership. The principal is quiet, unassuming, and respectful of others. The staff and parents describe him as a good man, with a calming influence on the staff and the students. He was rated "very high" by the interviewees for his human relations skills. The principal conveys the image of a co-worker who helps when needed because he is compassionate and readily accessible. His caring manner sets the tone for teachers; hence, no one gives up on a child. The principal says, "Rarely do children have problems that we cannot provide for."

The principal's open-door policy enables the staff members to discuss their problems and concerns with him without fear of reprisals. A teacher might wish to try something new and discuss the idea with the principal. Anything worth trying is given a chance to succeed. The principal quietly keeps track of how a situation develops without making the teacher feel that he or she is under surveillance. This approach has developed a strong sense of mutual trust and teamwork between the administration and faculty.

Academic emphasis. Samuel Kennedy Elementary School was rated "very high" by the visitation team for "expectations regarding academic achievement" and the "time devoted to academics." Originally, this school was to be a basics school for the district; however, the plan was abandoned because busing children to this school would create problems. Nevertheless, the idea of a basics school, which was based on expectations for students set 15 years ago, has remained in practice; and the push for excellence continues. No ceiling is placed on students' achievement. All the students are encouraged to do their best, with the emphasis placed on academics. As a result, the students are generally task-oriented. The consistency of expectations for students and the strong emphasis on reading appear to be the key ingredients to the students' performance at Kennedy School.

The Miller-Unruh (M-U) Program reading specialist supervises all the reading programs: the basal program, Distar, reading for non-English speakers (NES), motor skills perception training program, and corrective reading program. The coordination and articulation of these programs is the reading specialist's responsibility. Each student at Kennedy School has an ongoing record on file in the reading room. Regrouping and reteaching are done on the basis of mastery tests administered by classroom teachers or the specialist at the conclusion of each reading level. Reteaching and support are provided by 11 instructional aides, who render 58 hours of service a week.

Written English competencies are emphasized. At the end of the year, a writing day is held, when every student writes on a single topic. Each child's writing day essay is kept on file, and subsequent essays are evaluated for improvement as the child progresses through the grades.

Homework is a part of the effort to emphasize academics. All parents are encouraged to work with their children at home. To prepare the parents for the task, the district psychologist developed a homework guide for their use. The application of homework policies in the classrooms, however, differs from teacher to teacher, although homework packets are normally sent home for feedback from parents. The variations are found in the frequency with which homework is assigned and the time element involved in homework preparation.

Discipline is one of this school's greatest assets because of a discipline policy that is enforced responsibly and firmly.

The library program, although not as extensive as one would hope, remains an important factor in the development and maintenance of students' interest in reading. A paid library clerk teaches library skills to each class for 25 minutes per week, with the assistance of parent volunteers. The clerk's salary is paid from proceeds of the annual school carnival, and books are purchased through ECIA, Chapter 2, funds and from profits from the annual book fair.

Instructional effectiveness. The majority of the faculty members have been at this school for more than ten years, and they form a cohesive, enthusiastic group. Outside school they visit one another, share things, and take trips together. This situation was apparent when the visiting team met informally with the staff before the start of classes, during lunchtime, and during the short breaks.

The new teachers have been selected by the principal, with faculty recommendations, from a district list of candidates. Selection of aides is made by the teachers who need them, and the aides themselves are allowed to choose the teachers they would like to work with. Through coaching and the assistance of the principal and lead teachers selected by their own peers, newcomers readily become part of the system.

Staff in-service training is provided through a site program developed by the principal, with recommendations from the staff. This training is provided in addition to the district's staff development program.

District staff members have developed a program called focus on kids. In this program a team consisting of the classroom teacher and auxiliary staff is assigned to study student referrals and to make recommendations regarding the learning problems being experienced.

Facilitating school/classroom environment. This friendly and supportive school environment was rated "very high" on the items "staff/student morale" and "staff support of the school" by interviewees and respondents to the "School Climate Questionnaire." Discipline is one of this school's greatest assets because of a discipline policy that is enforced responsibly and firmly. Serious discipline problems are rare, and school attendance is no problem at all.

To promote citizenship, the school gives a citizen of the month award to a student at each grade level. The principal announces the names of the awardees over the loudspeaker, and their pictures are posted throughout the month.

Multicultural activities help promote students' self-esteem and respect for others. Of interest are charts and displays like "All About Me," "I Like You—No Doubt About It," "I Am No Lion—Am Trying," and "My Autobiography." Newcomers who are limited-English proficient are helped to feel accepted, comfortable, and important. In several classes observed, the majority of these children were making progress at an unusual rate in their regular classes.

Ongoing monitoring. The reading assessment program, which is extensive and well coordinated, is the major responsibility of the M-U reading teacher. To assist her, she has a well-trained part-time aide. Initially, a battery of individual tests is given to each child to determine his or her placement in a reading group. The M-U teacher uses the results of these tests for the placement of students in a reading group in the classroom and maintains a reading file on each of the 501 students. Once a child is placed, the assessment continues, with the classroom teacher giving regular criterion-referenced tests to measure students' reading skill attainment. These results are sent to the M-U teacher for evaluation. If the child needs to change groups, the M-U teacher meets with the classroom teacher to discuss the new placement. The M-U teacher maintains the records on each child and updates these each year; thus, each child has a multiyear progress file.

The vision/perception program conducted by the M-U teacher identifies and remediates fine and gross problems of perceptual motor skills as well as visual discrimination skills. This program is given 15 minutes daily for children needing this kind of help.

Monitoring in mathematics, which is not as extensive as that of the reading program, is done through district-developed criterion-referenced tests given periodically to measure the children's mastery of mathematics skills. Records of the children's progress are maintained by the classroom teachers.

Ongoing monitoring is one of the most solid practices at Kennedy School. This statement is borne out by the school's being rated "very high" on the "evaluation of student progress" section of the "Interview Guide/Record."

Parent/community/district support. The parents fully support the program at Kennedy School by participating in a variety of activities and fund-raisers; for example, a bicycle rodeo, a Halloween party, a community pot luck, an auction, a Christmas bazaar, and a book fair. Parents and staff members work

together to put on the spring carnival, an annual event, at which funds are raised to provide a library aide for the school year. Funds raised by the parents from these and other activities are used for other school programs, such as computers in the classroom.

The community supports the school by participating in fund-raisers and by helping to maintain the appearance of the school and grounds. For example, community members paint the school buildings and do repairs in the summer, and they have started worthwhile programs that have spread to other areas. For example, the fingerprinting of all children, now a national program, started at Kennedy School. Bob Anderson, the founder of this movement to find lost children, is a parent of children at the school.

The district supports the school program by providing the services of specialized personnel, such as psychologists, nurses, and reading aides. The district also provides transportation to make the early-late reading program possible. In this program half of the students start an hour early, enabling the teacher to handle smaller groups of students. This early-late schedule is vital for small grouping, a necessary part of the reading program. The district also provides coordination of state and federal programs to increase their effectiveness. As a result, teachers often participate in districtwide in-service training programs. The district's Gifted and Talented Education (GATE) Program provides special activities and instruction (200 minutes per week) for those children formally identified as demonstrating extraordinary potential.

Beyond the Basics

Learning activities at Kennedy School are not confined to the basic skill areas. Computer terminals were purchased with funds earned from a Computathon, from the "Kids Can't Wait" program, and from ECIA, Chapter 1, funds. Children from grades five and six are given formal instruction about computers in a computer lab. In addition to instruction in computers, students' participation in physical education, art, and music is expected. All students participate in various activities that supplement classroom instruction, such as spending a week at the Sly Park Conservation Center (near Placerville), spending a day at Dillon's Beach in Marin County as a part of a seashore unit, working at the student store, attending a performance of *The Nutcracker* ballet, or taking part in the school's book fair and carnival.

The Compensatory Education Program

The staff and parents interviewed appeared to be knowledgeable about the compensatory education program. Everyone involved in this program views it positively and takes the provision of these services seriously, confirming a statement by the principal that "rarely do children have problems that we cannot provide for." The compensatory education program helps students by providing pullout services (students are removed from their regular classroom setting and given supplemental instruction). These services are given in the lab by resource teachers and specially trained aides—all under the supervision of the Miller-Unruh teacher, Sandy Patterson, whom the principal rates as playing a major role in helping the students to achieve. Assisting Ms. Patterson is a Chapter 1 resource teacher, who works directly with participating students. On the whole, the compensatory education program at Kennedy School is outstanding in terms of identifying participants, referring students to the lab, determining services needed, providing follow-up services, reassigning students when needed, providing instruction, and monitoring and evaluating the students' performance.

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Ladera Palma Elementary School (K—2)

La Habra City Elementary School District

An Exemplary Teaching and Learning Environment

Enrollment: 503

Concentration of compensatory education students: 36 percent

Ethnicity:

Asian **Less than 1%**
Black **Less than 1%**
Hispanic **39%**
Pacific Islander **Less than 1%**
White and others **59%**

Community description:

- Situated in a middle-class residential area
- Students bused in from low-income areas of La Habra
- Eighteen percent limited-English-proficient students

Main features:

- Emphasis on clinical supervision
- A beautiful and comfortable environment
- Instruction based on principles of psychology
- Strong parent network

The Criteria

Principal's leadership. The principal of Ladera Palma Elementary School was rated "very high" on all of the five items under the criterion "principal's leadership" on the interview guide used by the visitation team. She is aware of current trends and ensures that the staff members receive in-service training, which is followed up with regular classroom observations, conferences, and the constructive critique of instruction.

The principal shares decision making not only with the staff but also with the community by soliciting ideas from both groups. She is ready to listen to both the positive and the negative aspects of issues. When decisions are made that do not satisfy certain groups, the principal is always prepared to explain the reasons for her choice.

Described by interviewees as an excellent manager, this principal is supportive of the entire staff, certificated and noncertificated, and always rewards good work; hence, an atmosphere of mutual respect and support prevails at this school. A good example of effective organization and coordination cited by the visitation team is the process for providing special services to students who need them. The principal leads a committee that includes all the available specialists, the teacher of the referred student, and any other staff member who wishes to be included. After the difficulties, concerns, and problems have been discussed, the committee prepares a package of effectively coordinated services for the student to be administered during a specified length of time. For the duration of such services, frequent conferences, both formal and informal, take place.

Finally, the principal's low-key style is founded on mutual trust; hence, things get done in this school without the administrator's having to push hard. She has unqualified support from everyone who comes in contact with her and has a reputation for dealing with issues immediately so that they do not become major problems.

Academic emphasis. The school's major goals are to help the students feel good about themselves and do well academically. These two goals, of course, reinforce each other, and every effort is made to achieve them. Expectations for students are high; therefore, everything possible is done to help underachievers and enrich the curriculum for those who do well.

Reading appears to be the main focus since three hours are devoted to this subject every morning. Some interviewees wondered whether the same emphasis could be given to mathematics instruction, without suggesting that mathematics is being neglected. During the three hours, however, instruction in reading is related to other subject matter areas.

The approach to homework represents Ladera Palma School's own philosophy, which the principal states as follows: "We work hard at school. When we go home, we can play and be children." This approach, however, does not completely leave out homework based on students' needs. For example, students may be assigned homework to make up for missed lessons. These assignments involve parental assistance to some extent. Prompt completion and submission of assignments are expected and appropriately praised.

The academic emphasis at Ladera Palma School is apparent in the "variety, range, and completeness" of instructional resources, an item which rated a 5 on a scale of 1 to 5 on the "Instructional Resources Checklist." Also rated 5 is the management system by which instructional resources are made available for use by the staff and the pupils.

Instructional effectiveness. These outstanding teachers and aides are supportive of one another. Their teaching assignments are based on their skills and interests. True to the school's emphasis on developing students' self-esteem, the staff members believe that learning follows when the necessary affective conditions, such as caring and positive attitudes are there.

The instructional effectiveness at Ladera Palma School comes from having highly motivated and skilled teachers. They are trained in principles of instruction through a staff development program that centers on identifying appropriate levels of content difficulty for each student, teaching to the instructional objective, reinforcing skills, monitoring and adjusting instruction, and providing a sense of good feeling in the classroom. Frequent classroom visitations by the principal, with both commendations and suggestions for improvement, reinforce and upgrade teachers' skills.

Ladera Palma School has been fortunate, too, in having a talented and dedicated group of support professionals on the staff who provide formal and informal in-service training to assist the staff members in developing their instructional skills. The School Improvement Program (SIP) coordinator serves as a reading specialist and is a resource teacher to all staff members. The full-time speech and language specialist serves the children directly and gives in-service training to teachers and parents. The psychologist conducts guidance meetings with staff participation and

shares her knowledge through group forums. The resource specialist teacher has made a positive impact on students with special needs and has also served as a resource person to staff and parents. The services of the foregoing support professionals, the constant supervision by the principal, and the encouragement of innovation in teaching methodology have had a positive impact on instruction. The team observed a variety of methods and approaches, all of which tended to be teacher directed. Also notable was the effective use of teachers' aides in the classrooms.

Facilitating school/classroom environment. The school was rated "very high" on the following items listed under the criterion "facilitating school classroom environment" of the interview guide: physical setting, emotional climate, student discipline/order, student task orientation, classroom organization, management of routine, curriculum structure, system of rewards/incentives, and staff/student morale.

Furthermore, the appearance of Ladera Palma School is aesthetically outstanding. Bounded on three sides by a park maintained by the city of La Habra, this school presents an excellent physical setting for teaching and learning. The site is clean, safe, and beautifully landscaped. The extremely attractive and well-organized classrooms match the beauty of the external environment.

Within these classrooms a highly positive emotional climate is nurtured by caring teachers, resulting in the development of self-esteem in the students. Rules of behavior are consistently applied in every classroom; hence, the classes are orderly. The students are task-oriented as well as actively involved in classroom activities. Routine activities are well established, as in the movement of students from one activity to another or between class periods.

The structure provided by the broad-based curriculum, with enough challenging activities for learners, gives direction to teaching and learning. Also facilitative of learning is the system of rewards, the greatest of which is an award from the principal—the dream of every child at Ladera Palma School. On the basis of individually determined teacher criteria, every teacher selects one child each week to receive an award button and to have his or her picture taken and displayed in a prominent place. These students' names appear in the principal's newsletter to the community. All these activities contribute to the high staff and student morale at Ladera Palma School. According to the visitation team, "Everyone connected with Ladera Palma School feels good about himself or herself and about everyone else."

On the "School Climate Questionnaire," the school was rated "very high" on the following items:

- The administration and the staff have a sense of pride in the student body.
- The students observe the rules of behavior.
- The school has the strong support of the students.

On the "Grounds and Hallways Checklist," Ladera Palma School was rated 5 on a scale of 1 to 5 for the climate of the playground and the hallways.

Every teacher selects one child each week to receive an award button and to have his or her picture taken and displayed in a prominent place.

Ongoing monitoring. The district has developed a list of skills to be taught in reading, mathematics, and language. These expected outcomes are listed on individual pupil profile cards for each grade level. Teachers monitor and record students' progress continually on the profile cards, and students' improvement in skills is shared with the parents during conference times. The school was rated "very high" on the following items under "ongoing monitoring" in the interview guide:

- Needs assessment
- Evaluation of student progress
- Feedback to staff, students, community of assessment/evaluation data

Parent/community/district support. The open-door policy of the school and the existing parents' network have encouraged parents to take an active role on the school campus. Parents serve as volunteer aides in most of the classrooms and are on call for assistance in school activities.

In general, Ladera Palma School has been fortunate to have a supportive community. This support is fostered mainly through continuing communication between the school and community regarding the school's activities and existing policies and through the solicitation of the community's recommendations about proposals. The Ladera Palma Information Team is a group of concerned parents who meet with the principal each month to discuss future events and items related to the school's program. A representative from the school's committee meets with the superintendent at the district's Advisory and Information (A & I) Team meeting each month to discuss district items that affect the schools. The A & I Team has been an effective means of keeping lines of communication open with the community. Other means of informing the community and building a feeling of mutual commitment to the education of the children are an active school site council, a supportive PTA, the use of volunteers, a minimum of two parent/teacher conferences per year, and a monthly calendar of school events distributed to the parents.

Basically, this community consists of two-parent families, including a large majority of the staff. Although *two-parent families* was not listed in the interview guide, the interviewees gave this item as a key factor in Ladera Palma School's educational success.

From the district level, support for the schools is high, with an emphasis on providing the best learning environment for children. This exemplary learning environment can be made possible only by teachers skilled in motivating students to learn and in managing the learning process. For these reasons this small district has a full-time staff development person whose responsibility is to provide in-service training for the professional and noncertificated staffs. The same person coordinates in-service training provided other teachers. The district's emphasis on professional development is indicated further by its allotment of two days off for all district employees. These two days are filled with a variety of presentations tailored to the variety of employees' needs.

Beyond the Basics

Art, music, science, multicultural education, and other curricular areas get their due share of the curricular time and effort at Ladera Palma School. As previously noted, the provision of an attractive learning environment has been a major concern and is included among the objectives of the majority of teachers. The results appear in artistic and informative bulletin boards presenting current and interesting monthly subjects. The students' artwork is attractive and highly visible. These children are learning to become creative through exposure and directed learning. Their works are displayed all over the school site—in the classrooms, the principal's office, and the school cafeteria.

The Compensatory Education Program

Chapter 1 funds maintain the reading center, where the coordinator conducts daily reading and reading readiness classes with 108 students. Three aides provide assistance. In addition, the school maintains a multimedia center, organized by skill areas and supplied with a variety of instructional materials, to support classroom instruction.

All materials are available on loan. To ensure appropriate services for Chapter 1 students, the coordinator provides periodic in-service training for the staff. Chapter 1 services are coordinated with those provided through other programs at Ladera Palma School, mainly the bilingual program and the School Improvement Program.

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Los Penasquitos Elementary School (K—5)

Poway Unified School District

Good Programs Win Support

Enrollment: 656

Concentration of compensatory education students: 58 percent

Ethnicity:

Asian/Pacific Islander **6.0%**
Black **11.5%**
Filipino **10.5%**
Hispanic **9.7%**
White **62.3%**

Community description:

- Range of socioeconomic levels—from parents who are naval officers or professionals to those who are welfare recipients
- Large number of single-parent homes

Main features:

- An extremely resourceful leader
- School Informal Evaluation Committee (SIEC)
- Excellent learning environment
- High staff and student morale
- District support

The Criteria

Principal's leadership. The principal has a remarkable ability to seek out resources, largely through fund-raising and grant proposals. As a result, this school has been the recipient of seven grants in areas ranging from career education to the role of teacher expectations and student achievement (TESA). Described by the interviewees as a "neat lady" and a great organizer, this principal is well respected by her staff, and she was rated "very high" on her knowledge of current trends, as well as on her decision-making processes and organizational and coordination skills. She is highly skilled in public relations, is readily available, and has developed good rapport with the community and the local press. A quick review of the school scrapbook shows that, as a result of the principal's efforts, Los Penasquitos School has received increasing recognition locally.

Academic emphasis. Concern for academics goes far beyond the basic skills in reading, writing, and mathematics to include a high priority on critical thinking and problem solving. Students are taught how to use their minds. Contributing to the academic milieu are the clearly defined high expectations for student and staff achievement, the priority of time on task to ensure the attainment of daily objectives, the place of homework as an integral part of the curriculum, the frequent use of rewards and honors for academic achievement, and emphasis on academic progress in reports to parents.

Academic projects that challenge the students on a daily basis are described as follows:

- Olympic read-a-thon. Each child is asked to read one book per week for an eight-week period and turn in a book contract sheet each week. The goal for the school is 100 percent participation. Each child who reads all eight books is awarded an Olympic gold medal and a special certificate at an awards assembly.
- Young readers' medal award assemblies. In March, children in all first and second grade classes view a slide presentation, and a student reads each of the five nominated books. Students then vote for their favorite book. The awarding of bookmarks and presentations from reader's theatre are given during assemblies.
- Book swap. Students bring in about 900 books, which they exchange during November and December.
- The *Hawk* school newspaper. Student volunteers work to write and publish a school newspaper on a monthly basis. The newspaper group meets every Monday from 2 p.m. to 2:30 p.m. Two teachers serve as advisers.
- The computer lab. This room has 100 disks, six Apple computers, a printer, and 600 student participants, according to whom "computers are fun."
- The shoebox science program. This program consists of hands-on kits that children can check out to perform scientific investigations at home. Although the task cards allow for independent experimentation, the program encourages parents' participation on the completion of each task.

The science program is among the academic projects that challenge the students.

- The science attacks cancer (SAC) program. This program is designed to develop teaching methods for use in the third, fourth, and fifth grade science curriculum to increase students' awareness of cancer-causing foods and additives.

Instructional effectiveness. The staff was rated 4 (very high) on a scale of 1 to 4 on all of the seven items under "Instructional Effectiveness" of the interview guide. These ratings are in line with the fact that all the grants obtained by the principal are aimed at increasing instructional effectiveness. Most notable are teacher expectations and student achievement (TESA), which centers on 15 achievement-related teachers' behaviors that have been organized into five instructional units and presented at monthly workshops. The application of these behaviors in experimental classrooms has resulted in statistically greater gains than occur in control classes.

This faculty has been given in-service training on computers, methodology, the grant programs, and human relations. Considered the most important is a special program to help teachers manage stress. Initiated three years ago, this program has received excellent feedback as a good physical workout, a beneficial release from stress, and an effective management technique.

This happy, enthusiastic faculty has demonstrated general excellence in teaching methodology (particularly in techniques of direct instruction). These teachers are encouraged to innovate, are part of the decision-making process, and are rewarded for good teaching.

Facilitating school/classroom environment. The guidance coordinator implements and refines the assertive discipline program, which involves the following activities:

- An assembly to acquaint parents with policies regarding the assertive discipline program (schoolwide)
- Conferences with teachers regarding the classroom discipline plan, with revisions made as needed throughout the year
- Individual and group counseling for a target population identified by parents and teachers and the previous year's identified students (approximately 10 percent of the school's population)
- Parent conferences held with parents of children who experience difficulties
- Monthly good citizens' assemblies and two educational trips a year held to reinforce the discipline program. (One takes place in the fall and one in the spring.)

In conjunction with assertive discipline, project "DIG IT!" (discipline is great because it teaches) was designed to achieve (1) implementation of the schoolwide discipline plan; (2) an increase in appropriate behavior (with a focus on difficult students); (3) a reduction in absences and tardiness; (4) behavioral modification in classrooms; (5) parents' participation in a variety of planning and activity sessions; (6) communication between the school and community on appropriate behavior for students; and (7) collection of evaluation information from parents, students, and staff surveys.

As a result of the efforts listed previously, definite order exists throughout the school. A caring staff, orderly environment, and beautiful physical setting make Los Penasquitos an excellent place for learning.

Concern for academics goes far beyond the basic skills in reading, writing, and mathematics to include a high priority on critical thinking and problem solving. Students are taught how to use their minds.

Ongoing monitoring. Monitoring takes the form of specific needs assessment through the classroom teacher, with assistance from the guidance personnel, the psychologist, and the project director. In addition to needs assessment are two other ways of providing monitoring: (1) the personalized education plan used three times a year to report student progress; and (2) the School Informal Evaluation Committee (SIEC) process. The personalized education plan is an exceptionally detailed report card rating the students' skills in four main subject areas and in classroom and playground behavior. The SIEC approach, on the other hand, is a designated districtwide procedure to assist teachers who have identified students experiencing difficulty in school. It uses the expertise of special education teachers, nurses, administrators, and other teachers to provide a knowledgeable and experienced team to solve and prevent difficult student problems.

Documenting critical incidents in the child's educational progress is another monitoring approach noted at Los Penasquitos School. Numerous prepared forms are available to document incidents. Examples include a letter regarding tardiness; student office referral slips; administrative detention notices; student referral for consultant services and student assignment to the Chapter 1 resource room; and an activity sheet for the Chapter 1 resource room.

Parent/community/district support. Parent, community, and district support is visible and action-oriented. Parents raised $11,000 for the playground, community organizations prepared the grounds and installed the equipment, and public works personnel cleaned up the site after the construction. The parents were noted to be highly supportive of school policies and activities. Although they have no major responsibilities for decision making, they do participate actively in the process. Poway Unified School District appears to maintain strong, informed, effective leaders as principals and committed, competent, stable, and enthusiastic faculties. This statement is based on the research group's experience with two schools in the Poway Unified School District—Valley Elementary School and Los Penasquitos Elementary School.

Beyond the Basics

A classroom teacher coordinates the school art committee, which is now working on the following projects:

- Art curriculum guide (K—5). This student activity book for teachers ensures that when a student finishes each year, he or she will have covered the elements of design for flat work, or two-dimensional work, as well as for sculpture and crafts. (This outcome is encouraged in multicultural education projects.)
- Stationery art contest and publication. This is a coordinated all-school art contest. Winners from each grade level have their drawings printed on stationery to be sold. The main purpose of this activity is to provide a good art experience for children, not to serve as a fund-raiser.
- Second annual all-school art show. Every child participates, and prizes are issued at every grade level. Student artwork has been displayed at the Ninth District PTA Poster Contest and at the San Diego Museum of Art's children's show.
- Olympic day committee. This activity is chaired by a classrom teacher who plans the annual Los Penasquitos Olympic Games, which are held in April of each school year. The games lend themselves to the development of several curriculum areas. For the multicultural area, classes study the countries that they represent. Physical education is emphasized through instruction in skills and through individual and group competition. Some classes work on preparing the field and have mathematics skills reinforced by measuring and planning the design of the field for track events.

The Compensatory Education Program

All the interviewees were rated "very high" for their basic knowledge of compensatory education, the nature of compensatory education services described by them, and their support of and commitment to the program. The Chapter 1 teachers were freely described as "really great . . . a rare asset . . . really helpful." They were lauded for their excellent rapport with the resource specialists.

Contact person:

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[1]Louise Dunbar was the principal when this school was selected.

McKinleyville High School (9—12)

Northern Humboldt Union High
School District

Staff Development: A Top Priority

Enrollment: 540

Concentration of compensatory education students: 19 percent

Ethnicity:

Asian 1%
Black 1%
Hispanic 1%
Native American 30%
White 67%

Community description:

- Community served covers 40 miles from north to south
- Forest-related industries seriously depressed but still main employers
- High transiency rate
- Unemployment from 15 to 18 percent

Main features:

- Grantsmanship
- Staff development program
- Strong sense of community
- A secure school climate

The Criteria

Principal's leadership. The principal's style of leadership is a blend of initiative, dedication, resourcefulness, and human relations skills. Because this principal had been a negotiator for the district, there was tension at McKinleyville High School when he came in. However, he soon forged a relationship of mutual respect and trust with his staff. According to the interviewees, "He has earned our great respect and trust through hard work and effective human relations."

The principal recognized the need for revitalizing the staff and changing some of the conditions at the school. To accomplish these goals, he initiated two effective methods: (1) a strong staff development program; and (2) a process for communication. Further, he has been unusually successful in tapping outside funds by writing to obtain grants. McKinleyville was one of 200 schools, from a field of 1,600 applicants nationwide, to receive a grant from the prestigious Carnegie Foundation Grants Program for High School Improvement. The school was also awarded an Effective Classrooms Training grant from the California Educational Initiatives Fund, which is supported by corporations such as the Bank of America Foundation, Chevron U.S.A., Inc., First Interstate Bank of California Foundation, and Wells Fargo Foundation; and a grant from the School Improvement and Assistance Program (SIAP) of the Office of the Humboldt County Superintendent of Schools. Topping all these grants, however, was a second award from the Carnegie Foundation. With a grant for $50,000, McKinleyville was placed among the top five of 19 recipients nationwide.

Instructional effectiveness. On the "Interview Guide/Record," the instructional effectiveness criterion normally follows academic emphasis. In this case, however, instructional effectiveness is presented first because of its key role in the school's improved academic achievement.

The revitalization of the teaching process has been a priority at McKinleyville High School for the past two years. One of the principal's major efforts to improve the school is the implementation of an ongoing staff development program. Representative members of the staff at McKinleyville High School feel their instructional effectiveness has been enhanced through the staff development program called the Effective Classrooms Training Model. Originally developed by the California State Department of Education, the program requires 24 hours (six days) of training in the following areas: (1) analyses of the use of classroom time; (2) strategies for behavior and instructional design; (3) differential treatment of the students; (4) design of an instructional sequence; (5) application and extension of basic skills and instructional concepts; and (6) effective schools/program quality.

Thirty-four faculty members participated in the program. Participants with experience mentioned a number of advantages. First, teachers have a common basis of sharing what occurs in their classroom environment. Through observations of each other's classrooms and a common terminology, teachers find it much easier to be accurate in understanding what actually occurs in the classroom. This feedback system allows teachers to be more aware of their classrooms and therefore to make modifications more quickly if needed. Secondly, a spirit of camaraderie, which allows teachers to share their strengths and weaknesses, has developed within the program. This situation helps teachers feel better about themselves and their classrooms. As one teacher said, "It has helped break down that feeling that teaching can be the loneliest profession in the world."

McKinleyville was one of 200 schools, from a field of 1,600 applicants nationwide, to receive a grant from the prestigious Carnegie Foundation Grants Program for High School Improvement.

The staff also participated in a one-day workshop on learning modalities presented by Janine Roberts of the Los Angeles Teacher Center, who describes this instructional approach as follows:

> Modalities are the sensory channels through which people receive and retain information. Organizing instruction around one or more of these channels is called modality-based instruction. The three modalities that have the greatest utility in the classroom are visual, auditory, and kinesthetic. Teachers, just like everyone else, are individuals and differ in the way they learn most efficiently. Research shows that teachers tend to teach in the way they learn best.

The learning modalities workshop tries to make teachers more aware of their own learning style, as well as of the learning styles of their students, so that the teacher can capitalize on learning strengths.

The staff development program has two phases. Phase I presents an introductory background on findings related to key issues of staff development; e.g., use of time, concept of time on task, academic learn-

ing time, and latest research findings on instructional processes. Phase II of the program emphasizes teacher expectations and student achievement (TESA). TESA trains teachers to use 15 techniques that enable them to increase each student's opportunity for classroom participation as a means of raising the performance of "low achievers."

Effective schools have, more frequently than less successful schools, addressed the question, "How can my school be improved?" At McKinleyville High School, the emphasis has been on staff development, improving school climate, and communication. What comes through clearly in studies of achieving schools in California is the need for an awareness of each school's instructional methodology, based on as much hard data about each school as possible. Some schools have sought answers from teachers, students, and parents. When all three of these audiences perceive a substantial number of serious problems and agree on the nature of several of these, useful approaches can begin to emerge.

Academic emphasis. The majority of interviewees indicated that the district had been planning ways of improving academic standards long before California Senate Bill 813 (the Hughes-Hart Educational Reform Act of 1983) became law. There had been talk of time on task, direct instruction, competencies, and much more.

In summarizing McKinleyville High School's academic program, several staff members pointed out that the staff development program improved curriculum and lesson planning. This program also enabled a tenured and settled faculty, most of whom have been out of college for over ten years, to revitalize their teaching skills and thereby improve the quality of academic instruction in the classroom. Teachers also pointed out that it has been many years since they first learned how to structure a lesson and how to use time in a class period to produce maximum learning. Teachers felt well informed and up-to-date in their subject matter areas, but their methodologies of delivering content to the students were not of major concern to them.

Teachers also felt that the staff development program was unique in that the training sessions were conducted as models of excellent lesson planning. The trainers were resourceful in presenting the information as a well-structured sequence, with effective use of charts, overhead projectors, group discussions, and role-playing activities. The application of these techniques in the classroom has improved students' academic achievement. The California Assessment Program's (CAP) results support these observations, as well as the actual performance noted in classrooms. With improved faculty performance came increased student interest in learning and rising faculty expectations for students. The visitation teams observed some exciting academic classrooms. In some English classes, the team members witnessed the challenges of well-informed and artful questioning, encouraging young minds to inquire further. In one mathematics classroom the teaching and learning of square and cube roots was an intellectual game that left the students asking: "Is that all?" A team member commented, "If you can teach roots the way you did and leave the students asking for more, you are a great teacher."

In a discussion of the criterion "academic emphasis," the well-organized library, with a circulation of

50 books a day, deserves mention. This quiet place for study, under the supervision of trained librarians, lends itself to the academic goals of the students who are apparently task-oriented in academic subjects.

Facilitating school/classroom environment. The respondents to the questionnaire and interviewees refer to McKinleyville High School's students as "regular nice kids in a quiet little town where everyone knows everyone else." The visitation team noted that McKinleyville High School had a very good record of student attendance. One major reason for this achievement is the school's highly positive emotional climate, which is decidedly one of the strengths noted by the visitation team. The school was rated "very high" for developing students' self-esteem, multicultural understanding, caring approaches, and motivation for learning. Further, the teachers indicated that the Effective Classrooms Training Program fostered high staff and student morale and a strong, positive attitude. According to one interviewee, "the program went a long way toward countering the teachers' traditional feelings of battle fatigue and burnout by bringing joy and laughter back into the process of improving teaching."

Rules and regulations governing behavior and other aspects of school life are few, but they are well defined in the school's student handbook. The vice-principal, who also serves as the dean of students, sees that students follow through with these rules and regulations. Further, they have the support of parents and the students themselves, who are given constant reminders of their school's "splendid reputation and outstanding achievements."

Ongoing monitoring. McKinleyville High School has no special or unusual approach to monitoring instruction, but this activity is an ongoing and consistent part of their program. According to most staff members interviewed, they monitor and evaluate all their efforts regularly. Instructional and academic areas are scrutinized by staff, administration, and the district board through meetings with each department. Continuous program evaluation occurs, consisting of evaluation of one specified subject area each year. Curriculum revision is based on the results of these evaluations. Program evaluation also takes into account information and concerns from the staff advisory committee on graduation and college entrance requirements. The school and classroom environments reflect the effect of the staff development program on student and teacher relations, academic achievement, and the implementation of recommended effective practices. The administration watches carefully for vandalism, teacher referrals, complaints from parents, and parent attendance at school activities as indicators of attitudes and support.

Other characteristics of the monitoring procedures are listed as follows:

- The staff carefully reviews annually the school survey of CAP results.
- Instructional objectives are clearly defined by individual departments. Progress in regard to these objectives is continually monitored by the teachers.
- Good teachers and successful teaching techniques are acknowledged in the principal's monthly newsletter.
- The *Stanford Diagnostic Mathematics Test* and the *Stanford Diagnostic Reading Test* are given to Chapter 1 students in an extra effort to identify problems and difficulties.

Parent/community/district support. Communication with parents is an important means of winning support and cooperation at McKinleyville High School. The principal writes a monthly newsletter for parents in which he summarizes the most important issues for them, announces school events, and discusses school problems.

The revitalization of the teaching process has been a priority at McKinleyville High School for the past two years.

A booster club composed of parents has served McKinleyville High School since 1976. The club provides financial support to school organizations, chaperones students, and assists with other school activities. Parents readily accept school invitations to serve on advisory committees, attend school functions, and communicate their needs and concerns to school personnel. The booster club also holds a yearly reception for honor students. Parents, too, recently organized and succeeded in keeping the school in operation when it faced the possibility of being closed.

Besides the booster club, the school counts on volunteer service from community physicians to provide health services to the students, thus helping the district save at least $40 a month per student. The locally based Pepsi-Cola Company presents assemblies featuring educational films and renowned lecturers.

In general, McKinleyville High School is held in high esteem in the district and in the greater commu-

nity, which includes larger and better known cities, as well as Humboldt State University in nearby Arcata. A parent interviewee who works with the student teaching program at the university indicated to the visitation team that McKinleyville High School is a first choice for most of their student interns. The university's school of education has followed suit by inviting the principal and his three-person staff development group to teach their staff development program this coming school year. Topping all these honors, however, is that months before being selected as an achieving school, McKinleyville High School was one of 12 public schools selected by Superintendent of Public Instruction Bill Honig to promote public education in the state through television.

Beyond the Basics

McKinleyville High School's agenda for excellence goes far beyond the basics. The degree of students' task orientation in vocational education courses is comparable to that of academic courses, as evidenced by a number of awards received. The vocational agriculture program was designated as a model program in California, an honor which brought the school an extra $14,000. The Future Farmers of America's (FFA) Home Improvement Project was the recipient of an award to renovate several buildings at Patrick's Point State Park, which is located near McKinleyville. The foods classes provide a laboratory in cookery and restaurant management where students learn to cook and serve lunch to staff and guests as well as do cleanup chores.

In addition to vocational education, McKinleyville High School has a number of other activities. The Interact Club, an on-campus activity sponsored by Rotary International, provides an opportunity for service to school and community. The school also participates in regional art exhibits, young writers' conferences, and forensics competitions and brings in guest performers, well-known writers, and speakers on topics ranging from music to animal life. Sports play a key role, and appropriate sports programs and activities are offered each season.

The Compensatory Education Program

For the compensatory education program, which is federally funded, the key factor is the one full-time aide, who is well trained, enjoys her work, is loved by the students, relates and coordinates effectively with the regular staff, and is knowledgeable about compensatory education. She not only provides the compensatory education services but also assists students with homework assigned by their regular teachers.

Contact person:

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Northwood Elementary School (K—5)

Berryessa Union Elementary School District

A Supportive Emotional Climate

Enrollment: 490

Concentration of compensatory education students: 33 percent

Ethnicity:

Hispanic **30.31%**
Other **.12%**
Pacific Islander/Asian **22.6%**
White **46.97%**

Community description:

- Lower socioeconomic suburban working class community
- Large number of single-parent homes

Main features:

- Principal's visibility
- Staff collegiality
- Supportive emotional climate
- Excellent aides
- Well-defined homework policies

The Criteria

Principal's leadership. This highly visible principal visits all the classrooms almost daily, knows all the students, and is known to them. He was rated "very high" on decision-making processes by the visitation team, a rating that was supported by staff, community, and parent respondents who "almost always" or "always" participated in decisions regarding the compensatory education program. Viewed by the staff as "fair and low-key and a group-process person," the principal enjoys the "utmost respect" of everyone he works with.

Academic emphasis. The school's philosophy "does not accept the idea that a child cannot learn." The principal and his staff simply do not believe in failure. Implementing this philosophy is an Instructional Improvement Committee (IIC) that meets once a month to ensure receiving recommendations from everyone who can have an impact on students' achievement. Rated by the team as "very high" on time devoted to academics and the quality of academic content, Northwood School has a well-defined homework policy and instructional resources that rated 5 on a scale of 1 to 5 for variety, completeness, and range.

Instructional effectiveness. Staff collegiality is clearly a major feature at Northwood School. Although staff selection is largely done by the district office, the principal may make recommendations about staff hiring. Staff development needs are identified by the faculty, and the principal himself is a member of the district's staff development committee. The major teaching method was observed to be large-group instruction, but the teachers are encouraged to innovate. Also notable is the demonstrated competence of the aides, who have been given in-service training on a whole range of topics, such as computer technology, assertive discipline, yard duty, and others.

Facilitating school/classroom environment. Northwood School has a beautiful, well-maintained educational setting made safe for all the students through a student code of conduct. There are rules regarding "racial name calling, vandalism, profanity, obscene gestures, and just about anything that can affect the physical and emotional well-being of students."

An example of a disciplinary method is "benching." A frequently used disciplinary measure, benching involves assigning the student a certain number of periods to a restricted area on the playground. For good behavior the benched student receives credit from the yard duty teacher or aide.

All these activities, plus a lot of caring and support, make for the high-quality climate of the classrooms, the hallways, and the playground. Morale, in general,

is rated "very high"; and students' support of the school, as well as administrative and staff pride in the school and the student body, is equally rated "very high."

Ongoing monitoring. Needs assessment is comprehensive, and test data are analyzed for planning purposes. The results of analysis are transmitted to the Instructional Improvement Committee (previously referred to), which is composed of grade-level representatives. The most significant aspect of ongoing monitoring is that the student profiles are kept current and functional.

Parent/community/district support. In this working class community, parents generally are available for help in the evenings only. However, they are supportive of key school policies, such as those for discipline and homework, which clearly delineate the respective responsibilities of parents, students, teachers, and the administration. Parents have the following responsibilities:

- Providing a specific time and a suitable environment in which homework will be done
- Communicating any concerns or problems directly to the teacher
- Providing appropriate assistance and guidance to help the pupil complete the assignment but not doing the work for the child and emphasizing that doing homework is an important part of education

The previously described responsibilities find assurance in the parents' general commitment to schooling, as revealed in the responses of parent interviewees to items in "A Report Card for Parents," a questionnaire for parents.

Beyond the Basics

Music holds an important place in the lives of Northwood School students. Quite unique for an elementary school, this school has its own student band, consisting of upper grade students. Concerts are held in the auditorium, with all the classes and interested parents in attendance. Further, tonette classes (for instruction in musical tones) are offered to third graders and are designed to introduce the students to the skills involved in playing a musical instrument.

The Compensatory Education Program

The staff, parents, and community people interviewed were rated "very high" for their basic knowledge about compensatory education, its philosophy, the selection of participant schools, and the provision that compensatory education should supplement and not supplant regular district services to students. The same interviewees were rated "very high" for their commitment to compensatory education. In like manner, the nature of compensatory education services, as described by the same respondents, was rated "very high."

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Peter Pendleton Elementary School (K—5)

Coachella Valley Unified School District

For Students with Special Needs: A Caring Staff

Enrollment: 573

Concentration of compensatory education students: 76 percent

Ethnicity:

Hispanic 95%
Other 5%

Community description:

- Located 90 miles from the California-Mexican border
- Population composed mainly of low-income families who live in federally subsidized housing
- High unemployment

Main features:

- Accepting and supportive learning environment
- Academic focus
- Instructional effectiveness
- Provisions for special needs of students

The Criteria

Principal's leadership. The principal at the time the school was selected as an "achieving compensatory education-funded school" had requested a transfer to another school in the district shortly before the team's visitation, and an interim administrator was in charge. The former principal had been at Peter Pendleton School for nine years; and, as he put it, he had "felt a need for newer challenges." He did, however, make himself available for the team's interviews of the principal. It was made clear to participants in the visitation processes that discussions and responses to questions regarding leadership and its impact on students' achievement referred to the former principal.

The visitation confirmed the principal's leadership in curriculum development and instruction, as described in the program description form sent to the State Department of Education during the school selection process. The former principal initiated the use of Madeline Hunter's seven-step lesson design and gave it staff development support during a summer seminar for the staff. (Madeline Hunter is a professor of education at UCLA.) This seminar was followed through with daily class observations and continuing feedback to the staff.

The principal's leadership role in goal setting was rated "very high" for its goal-setting procedures, which involve interviews and sharing. The principal, the professional teaching staff, and, to a lesser extent, the district staff were noted to be the most active decision makers, as revealed in responses on the "Questionnaire on Decision Making." While the main responsibility for making decisions is generally the principal's, it is shared with teachers in regard to school rules. As to needs assessment and the planning of the educational program, teachers have a greater responsibility for making decisions.

The team members were highly optimistic about the continuance of students' achievement, but they felt that the frequent changes in leadership might have discomforting effects in the future, because of the need for adjustment and readjustment arising from change. The team was highly complimentary, however, regarding the knowledge of the interim administrator as well as the effort she exerted in making the visitation most fruitful for the team. A follow-up visit six months later revealed that the newly appointed principal holds promise of continuing the school's effectiveness.

Academic emphasis. The school was rated "very high" on "expectations regarding academic achievement" and on "time devoted to academics." Instructional activities are targeted to the district's minimum expectancies. The learning episodes are provided to enable learners to meet or exceed those expectancies by going beyond the things they "must know" to those they "should know" and further on to those that are "nice to know." Reinforcement for this approach comes from the encouragement given by the principal and the staff to foster in students a desire for learning, as indicated by the "very high" rating given by 100 percent of the respondents to the first item of the "School Climate Questionnaire."

Students' task orientation is generally high. According to the teachers interviewed, "only the best is expected." Thus, on the follow-up visit previously referred to, the writer observed a bilingual class where four or five students were working on some exercises. One LEP student approached the teacher and asked, "Can I make mistakes?" In a very kindly manner, the teacher returned, "Of course, we all make mistakes. But we can try very hard not to make them."

Instructional effectiveness. A lot of outstanding teaching takes place at Peter Pendleton School. On the "Classroom Visitation and Observation Guide Checklist," every structured observation of classroom teaching yielded a rating of "very high" on all the items under "Instructional Effectiveness":

- Clarity of questions, explanation, and instructions
- Teacher enthusiasm
- Direct instruction on tasks
- Past lesson made a basis of present lesson
- Provisions for children with special needs (e.g., LEP, special education)
- Well-organized class period
- Effective use of large-group instruction
- Effective use of one-to-one instruction
- Active student participation
- Sense of humor
- Effective use of aides or volunteers
- Student opportunity to develop in different directions
- Use of learning centers (if any) and other application activities as extensions of instruction

A good in-service training program is available for this faculty. Innovation in teaching is encouraged and supported by providing every teacher with a discretionary budget for this purpose. Positive feedback is made to the staff members regarding their work, and rewards are given for good work. The result is high staff and student morale and, therefore, a school that functions as a cohesive unit.

Facilitating school/classroom environment. The effort is apparent to make the otherwise drab structure and humble surroundings an attractive and pleasant learning environment for children. The classrooms are neat and orderly, and a number of them are also extremely beautiful. These rooms provide the pleasure and comfort that many of the children may never have outside of school. The visiting team, therefore, rated the school "very high" for its physical setting, accepting and supportive emotional environment, and classroom organization.

The "accepting and supportive emotional environment" is made possible by teachers and aides who understand and appreciate the culture and language of their LEP students. Most of the non-Hispanic teachers speak Spanish, and all the aides are Hispanic. Every grade level has a bilingual class. In every classroom the special provisions for the needs of students who are limited in English is apparent. It is significant that the classes observed by the visitation team were rated "very high" on all the items under "Facilitating Classroom Environment" of the "Classroom Visitation and Observation Guide and Checklist." These items are as follows:

- Classroom physical conditions positively influence learning
- Order/discipline
- Effective use of time
- Effective management of routine matters
- Wholesome relationships among the students
- Wholesome relationships between the staff and the students
- Student attentiveness

Also contributing to the facilitating character of the learning environment is the consistent application of assertive discipline, reinforced with a reward system for good behavior. Besides, students are held accountable for school rules. Among the incentives for good behavior are Saturday hikes for small groups with teacher chaperones, monetary awards, and monthly recognition of two students per class selected by their respective teachers. These students are declared students of the month. The effects of assertive discipline and the supportive emotional environment are manifested, too, in the climate of the playground and the hallways. For both of these factors, the school received a rating of 5 on a scale of 1 to 5.

Ongoing monitoring. Students' progress is tracked cooperatively by the classroom teachers, the resource teacher, and the administration. On the "Classroom Visitation and Observation Guide and Checklist," the following items under the section "ongoing monitoring" were rated very high:

- Teacher sensitivity to feedback
- Teacher responsiveness to feedback
- Identification of needs for next lesson or for referral to appropriate staff

Parent/community/district support. Parents who completed "A Report Card for Parents" showed great general commitment to schooling by indicating with a plus sign (+) that they engaged very frequently in seven out of eight applicable activities under the section, "general commitment to schooling":

- I make sure that my child attends school on a regular basis.
- I put my child to bed at a reasonable hour.
- I make sure that my child arrives in school on time.
- I set aside a quiet place for my child to study and do homework.

- I encourage my child to complete his or her homework on time.
- I set aside a specific time for my child to study each day.
- I help my child to do his or her homework when necessary.

Means of communicating with parents and the community include telephone calls, assemblies, and newsletters. The detailed student report cards convey more information than most report cards do. The first grade report card, for example, lists the minimum expectancies for that grade level, and teachers are expected to indicate either "learning" or "mastery" for each one of them.

Beyond the Basics

The team did not dwell on activities beyond the academic ones, but the report cards referred to in the preceding section of this report suggest the place of areas beyond the basics. Art, music, physical education, health education, and social studies are rated on a scale of A to F, just like the basic skill areas of reading, mathematics, spelling, and others. Behavioral traits, like study habits, are rated, too, on a four-point scale. Here are the items rated under "Behavior":

- Respects authority
- Shows self-control
- Follows class and school rules
- Demonstrates punctuality
- Works well with others
- Respects rights and property of others

The Compensatory Education Programs

The team's observation report on the classroom teacher, "Guide and Checklist for the Observation of Specialist Teachers," confirms that a system exists for referring compensatory education students to auxiliary staff and specialist teachers. The team's report on the specialist or resource teachers rated the following items very high:

- A system for managing referrals
- Thorough diagnosis before prescriptions are made
- Matching prescriptions with identified needs
- Monitoring the students' progress
- Records of conferences with parents and teachers
- Provisions for children with special needs (e.g., LEP or special education)

Contact person:

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[1]Donald Pulliam, principal at the time the school was selected, may be contacted at (619) 399-5101.

Semple (Robert) Elementary School (K—5)

Benicia Unified School District

A Well-Run School

Enrollment: 514

Concentration of compensatory education students: 34 percent

Ethnicity:

Asian 2%
Black 3%
Filipino 4%
Hispanic 5%
White 86%

Community description:

- Heterogeneous socioeconomic composition
- Low-income housing as well as old low-cost and medium-cost homes
- New housing development nearby, with homes ranging in price from $112,000 to $150,000

Main features:

- The principal—an organizer with a human touch
- Excellent school climate
- Highly supportive parents and community
- A dedication and commitment to reading as a process and an activity

The Criteria

Principal's leadership. This principal is described by the visitation team as "strong, clear, decisive, and supportive." She was also rated 4 (very high) on the scale of 1 to 4 of the "Interview Guide/Record" by all the interviewees, without exception, on all of the following five items under the criterion "principal's leadership":

- Principal's knowledge of educational trends
- Goals
- Power and decision-making process
- Organization and coordination
- Human relations

The tally sheet for the "Questionnaire on Decision-Making" showed participation in decisions from all sectors to be clear and well distributed in 13 decision-making situations presented. The main responsibility for decision making is clearly the principal's, but the teachers must be responsible in matters such as planning the educational program, selecting instructional materials and classroom tests, and deciding on committee assignments.

On the program information form that principals of candidate schools were asked to complete, the principal presents her thoughts as a leader in relation to the following four factors:

- Student achievement. "I believe that all students are capable of achieving success. All that is needed is a caring staff and an appropriate learning strategy. One way that I demonstrate my interest in how students are doing is by reviewing their reading tests and their mathematics tests. I talk to students about how they are doing; and, when I can, I write notes on their work. They know that I know and care about their performance."
- Extent of applicability. "This style of administration works for me in a school of 485. I think it would be difficult to achieve in a larger school."
- Unique features. "The staff members at Robert Semple School are in concert in terms of the basic philosophy that all children are great and that all they need is a personal touch. Adults in our school community respect the innocence and magic of childhood. Therefore, communication between adults and children is strong, and learning is enhanced."
- Cost effectiveness. "Being human costs nothing. Being completely involved in the concerns of teachers, students, and parents sets the tone and develops a working partnership that leads to success."

At the end of the previously listed statements, the principal assigned herself a rating of 2 on a scale of 1 to 3 for the contributions of her leadership to students' achievement. The visitation team, however, thought she deserved a higher rating and gave her leadership style 50 percent of the credit for the students' successful performance, leaving the remaining 50 percent to the rest of the project's criteria:

Criteria	*Percent*
• Parent/community/district support	15
• Instructional effectiveness	10
• Academic emphasis	10
• Facilitating school/classroom environment	10
• Ongoing monitoring	5

The principal knows most of the students by name, reviews work they have done, and writes notes to students about the work they are doing. She knows what each teacher is doing and offers constructive suggestions when needed or requested. She is always supportive of her staff, but she does not hesitate to tell them when something is wrong; then she offers suggestions to improve the situation.

Robert Semple School is indeed well run. The principal has high expectations for herself, her staff, the students, and the parents. A definite instructional framework exists within which all staff members are to work, but they are allowed the freedom to use the teaching style and strategies most comfortable for them. The key word seems to be *organization.* According to a report on a previous program review of Robert Semple School, "the organization of this school is readily apparent, even in our packets of materials for this review."

Academic emphasis. Expectations for students' achievement are very high. According to the principal, "students are not locked into a level." If students are ready to advance, they are moved ahead; if not, they are retained.

Robert Semple School was rated "very high" by all the interviewees on the following items under the criterion "academic emphasis" in the "Interview Guide/Record":

- Academic content—scope, level of difficulty, provisions for developing critical thinking and problem-solving skills
- Homework

- Incentives and rewards to encourage students' academic achievement

The students' task orientation and motivational level are high.

Emphasis on academics at Robert Semple School is evident from activities and programs such as sustained silent reading, poets and writers night, math-a-thon, science fair, and read-at-home. The school yearbook for 1983 was dedicated by the students themselves to the reading center for the book swap and to the parent group for the bookfair, because in the students' words, "they help us learn that books are our friends." Of the activities and programs mentioned, the read-at-home program, which was adopted from another school within the district, is of special interest. Its purpose is to encourage reading and is based on research evidence that those who spend more time reading learn to read better. Each child who spends a prescribed number of hours reading at home is awarded a free book of his or her choice to keep. A letter to parents from the staff about the program explains it as follows:

> How can a child qualify for a free book? It's easy, and it's fun. Your child may read to you, to an older child in the home, to the babysitter, to a grandparent, to a neighbor, to himself or herself or to any other eager listener. Your child may be read to, and then he or she can retell the story to the person who read it aloud. Many children can already read for long periods of time, but most children will be more comfortable with 15 to 30 minutes a day. You may record time for schoolbooks, public library books, and any other types of reading materials you have at home. We are asking you to record the number of hours your child reads. An adult's signature is necessary to show the completion of the required number of hours. New record sheets will be sent home when needed. The required number of hours for one free book is as follows:
>
> | | | | |
> |---|---|---|---|
> | Kindergarten | 6 hours | Third grade | 12 hours |
> | First grade | 8 hours | Fourth grade | 14 hours |
> | Second grade | 10 hours | Fifth grade | 16 hours |
>
> When the record sheets are returned, each child's achievement will be kept on a progress chart in the library at school. Students will select their books during their regularly scheduled library time. A child may earn two free books per month.

The read-at-home program has been an exciting one that thrives on cooperation between home and school.

Evidence of the strong role of academics at Robert Semple School is that it is one of the four schools among the 24 achieving schools that scored in the nineties on the California Assessment Program tests for reading and mathematics during the three years covered by this study.

Instructional effectiveness. This staff is a highly committed one in an environment of mutual support. The principal has had a role in selecting this faculty; hence, the common understanding and acceptance of certain beliefs exist—that kids come first, that everyone can learn, and that the school's goal is to provide the best possible education for the children. On the items under "instructional effectiveness" in the "Interview Guide/Record," the school was rated "very high" by all the interviewees on the following items:

- Staff development—how it is provided, how it is translated into practice, and how it is evaluated
- Instructional objectives—their relation to assessed students' needs, their clarity and specificity, and their agreement with evaluation procedures
- The supervision and evaluation of instruction

Results from the "School Climate Questionnaire" indicate that the school strongly supports the staff. The same source shows that the teachers are encouraged to be innovative.

On the "Guide and Checklist for the Observation of Specialist Teachers," reading and mathematics resource teachers observed teaching developmental lessons in

reading that were rated "very high" on 12 out of 13 items under "instructional effectiveness":

- Clarity of questions, explanations, and instructions
- Teachers' enthusiasm
- Direct instruction on tasks
- Content of the past lesson made a basis of the present lesson
- Provisions for children with special needs (e.g., IEP, special education)
- Well-organized class period
- Effective use of one-to-one instruction
- Active student participation
- Sense of humor
- Effective use of aides/volunteers
- Student opportunity to develop in different directions
- Use of learning centers (if any) and other application activities as extensions of instruction

Facilitating school/classroom environment. The environment—physical and emotional—is excellent. The students have enthusiasm for learning, and those asked knew what they were doing and could explain their activities. This situation is reinforced by discipline, order, and respect for one another—among students and between students and teachers. As the visitation team describes the situation, no one is ever "put down" for any reason. A response on the program information form submitted by the school states: "But it's not the plant that counts. It's the climate. We try to do things to keep ourselves laughing and interesting, such as the 'secret angels' activity at Christmas, community salad days, and so forth." The climate referred to extends from the office and the classrooms to the hallways and the playground. These areas of the school were rated "very high" for their positive climate.

The other factors and conditions noted to be facilitating are listed as follows:

- Teachers' freedom to organize their classes in ways that work best for them
- A system of rewards for good behavior
- A curricular structure that ensures consciousness of year-end goals
- Encouragement by the principal and staff of students' desire for learning
- A sense of pride on the part of the administration and staff in the school and in the students

Ongoing monitoring. The results of testing, minireviews, and surveys are always discussed with the staff and communicated to everyone involved with the school. Such results become a major basis for program and instructional improvement.

In the classrooms children are given timely feedback about their work. In like manner, the principal gives the teachers honest yet encouraging feedback on their work. The following items from the "ongoing monitoring" section of the "Interview Guide/Record" were rated "very high":

- Needs assessment
- Evaluation of student progress—how often, how carried out, correspondence between evaluation procedures and outcomes being evaluated
- Use of assessment/evaluation data
- Feedback to staff, students, and community of assessment/evaluation data

Parent/community/district support. Because communication between the staff and the community is excellent, the community gives the school strong support. The responsibility for nonregular classroom activities is shared by all. Thus, one parent may be responsible for family movie night; another may take charge of the read-at-home program; and a third parent may be responsible for the science fair.

On the whole, Robert Semple School tries to provide the best possible balanced education for all its students.

Parents feel that they are always listened to when they come to school. They also feel that the principal is honest with them. If after investigating a parent's concern, the principal feels that the parents do not have the true picture or that she is powerless to make changes, she tells the parents. On the other hand, if changes can and should be made, they are made.

The principal notes that she has the best parent/community support that anyone could wish for. In addition to the activities referred to previously, parental involvement can take various forms—serving as classroom volunteers, providing assistance with the annual rummage/bake sale, and serving on a variety of committees.

A number of sources of support are available to this school. The district office provides technical support and guidance through the services of district-based staff members. The Benicia Educational Foundation gives small grants to applicant schools on a competitive basis. Patterned after the San Francisco Educa-

tional Foundation, this agency is funded by private individuals and companies located in Benicia's industrial park.

Beyond the Basics

Robert Semple School is not completely devoted to basics. Much goes beyond reading, writing, mathematics, and spelling. In addition to activities mentioned previously, experiences in music, art, and physical education constitute an important part of the children's school life. For grades four and five, special teachers teach music and physical education instruction. In kindergarten through grade four, the classroom teachers themselves teach music and physical education. Every effort is made to enrich the children's art and musical experiences. Bands and choirs from other schools are brought in for special performances and sing-a-longs. Songfests are a popular way of providing musical exposure and bringing the school community together. Education in the arts takes the form of play presentations; children's artwork products, which are prominently displayed throughout the complex; mime; and other activities that vary from teacher to teacher. Projects like Halloween night, the science fair, and poets and writers night are testing and nurturing grounds for teachers' and students' creativity. On the whole, Robert Semple School tries to provide the best possible balanced education for all its students.

The Compensatory Education Program

All the interviewees—the principal, the teachers, parents, aides, and community persons—were knowledgeable regarding compensatory education. They rated "very high" on the following items of the "Interview Guide/Record" concerning that area:

- Basic knowledge about compensatory education—its philosophy, its processes for selecting schools and children, and its supplemental purpose
- Nature of compensatory education services
- Support of or commitment to compensatory education

The provision of supplemental services for the educationally disadvantaged is taken seriously and is administered in accordance with regulations. These services are offered as extensions of the regular classroom instructional program and may take place in the resource room or in the classroom, depending on the need. When services are provided in the resource room, a high-level coordination exists between classroom and resource room activities. Articulation between resource room staff and classroom teachers is excellent. Since the target students' greatest need for supplemental help was determined to be in vocabulary development and mathematics, those two areas were examined during the review team's visit. As Robert Semple School in general is well run, so is the compensatory education program.

Contact person:

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APPENDIX A

General Information/Program Description Form on Schools That Passed Level I Screening for Identifying Achieving Compensatory Education-Funded Schools

I. General Information

Name of school _____ District _____

County _____ Address _____ ( ) Telephone _____

Principal _____ Grade span _____ Total enrollment _____

Categorical funding sources this year

Source	*Amount*
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____

Percent of students, by ethnic group:

Black _____
Hispanic _____
Asian _____
American Indian _____
Filipino _____
Pacific Islander _____
Other _____

Number of target students in compensatory education by grade level:

K _____
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____

Description of community (attendance area):

_____

_____

_____

Staffing over and above regular classroom staff provided with district and/or categorical funds (examples: eight instructional aides, one resource teacher):

_____

_____

II. Descriptions of Effective Practices

Listed in this section are six of the known characteristics of achieving/effective schools. Under each one, briefly describe one or two current practices in your school that exemplify the criterion. (If needed, please use additional paper for the descriptions.) Regarding the practices described, be sure that your description makes the following information evident to the reader or reviewer:

- Relation to students' achievements (positive effects on students' achievements)
- Extent of applicability (applicable to large and small schools? rich and poor schools? and so forth)
- Unique features (uncommon, unusual, new, creative, or innovative)
- Cost effectiveness (Benefits derived from the practice(s) are proportionate to the cost.)

1. Principal's leadership:

How would you rate the preceding practice(s) in terms of its/their contributions to students' achievements in this school?

☐ Effective ☐ Very effective ☐Very highly effective

2. Instructional effectiveness:

How would you rate the above practice(s) in terms of its/their contribution(s) to students' achievements in this school?

☐ Effective ☐ Very effective ☐ Very highly effective

3. Academic emphasis:

How would you rate the above practice(s) in terms of its/their contribution(s) to students' achievements in this school?

☐ Effective ☐ Very effective ☐ Very highly effective

4. Facilitating school/classroom environment:

How would you rate the above practice(s) in terms of its/their contribution(s) to students' achievements in this school?

☐ Effective ☐ Very effective ☐ Very highly effective

5. Ongoing monitoring:

How would you rate the above practice(s) in terms of its/their contribution(s) to students' achievements in this school?

☐ Effective ☐ Very effective ☐ Very highly effective

6. Parent/community/district support:

How would you rate the above practice(s) in terms of its/their contribution(s) to students' achievements in this school?

☐ Effective ☐ Very effective ☐ Very highly effective

Prepared by _____ Date _____

APPENDIX B

A Form for Reviewing Descriptions of Effective Practices Submitted by Districts for Candidate Schools

Name of school ( ) Telephone

County District ( ) Telephone

Instructions to Reviewers of Descriptions

Read the descriptions of effective practices exemplifying each of the six criteria, or characteristics, of achieving and effective schools. If you need clarification regarding a practice, feel free to contact the principal or the resource teacher. Then rate the practices on the following factors by circling the number that represents your best judgment of the effectiveness of the practice.

Criteria/Items	*Not evident*	*Low*	*Average*	*Above average*	*High*
1. Principal's leadership					
• Evident relation to students' achievements	0	1	2	3	4
• Extent of applicability	0	1	2	3	4
• Uniqueness	0	1	2	3	4
• Cost effectiveness	0	1	2	3	4
2. Instructional effectiveness					
• Evident relation to students' achievements	0	1	2	3	4
• Extent of applicability	0	1	2	3	4
• Uniqueness	0	1	2	3	4
• Cost effectiveness	0	1	2	3	4
3. Academic emphasis					
• Evident relation to students' achievements	0	1	2	3	4
• Extent of applicability	0	1	2	3	4
• Uniqueness	0	1	2	3	4
• Cost effectiveness	0	1	2	3	4
4. Facilitating school/classroom environment					
• Evident relation to students' achievements	0	1	2	3	4
• Extent of applicability	0	1	2	3	4
• Uniqueness	0	1	2	3	4
• Cost effectiveness	0	1	2	3	4
5. Ongoing monitoring					
• Evident relation to students' achievements	0	1	2	3	4
• Extent of applicability	0	1	2	3	4
• Uniqueness	0	1	2	3	4
• Cost effectiveness	0	1	2	3	4
6. Parent/community/district support					
• Evident relation to students' achievements	0	1	2	3	4
• Extent of applicability	0	1	2	3	4
• Uniqueness	0	1	2	3	4
• Cost effectiveness	0	1	2	3	4

Reviewer Date

APPENDIX C

Identifying Effective Practices in Achieving Compensatory Education-Funded Schools

(For districts/schools scheduled for SDE Project Team visits)

This information has been prepared for school-level administrators, staff members, and parents in schools that have been identified as achieving compensatory education-funded schools. It is also intended for district-level compensatory education staff of districts where such schools are located . The fact that you are getting this information means that your school has passed successfully the three-level screening process done by the California State Department of Education (SDE).

The next step is for your school to be visited by a trained three-person team composed of:

1. An educator with experience in school-level administration
2. A person with adequate background in research and evaluation
3. A third team member who is knowledgeable about curriculum and instruction

If the school has a heavy concentration of limited-English-proficient (LEP) students, at least one of the three members should be knowledgeable about bilingual education.

The purpose of the visiting team is to identify practices that are likely to have contributed to your school's being selected as an achieving school. To identify these practices, the team will look into:

- What the school does for all the students, including the compensatory education students
- What the school does for the compensatory education students only

The visiting team members will be at your school for two days (three days in very large schools). They will visit classrooms, interview staff members and parents, and form judgments about your school, with the help of instruments that the project staff developed. The findings of the visitation team will be reported to this office. Then, on the basis of certain criteria, the project staff will determine which practices should be disseminated, describe them, and refer these descriptions to you for confirmation. This approach will ensure agreement on what information will be disseminated about your school.

You do not have to prepare something new or special for the visit. We know you believe with us that certain practices have made your school an achieving compensatory education-funded school. Just make sure that those practices have been in use since 1981-82 or earlier and that they are still in use. It is equally important that the team sees those practices and discusses them with you.

We trust that the visitation will be a learning experience for the teams and the schools to be visited. We also hope that the entire process will be nonthreatening and in accordance with the worthwhile purposes of the visitation.

How Your School Was Selected for Visitation

Your school was selected for visitation through Level I, Level II, and Level III screening procedures, which are described in the paragraphs that follow:

Level I Screening

Schools receiving Chapter 1 compensatory education (CE) funding/participation—for all CE schools—had to:

- Have received CE funding for 1981-82 and 1982-83.
- Have had at least 20 percent concentration of Chapter 1 participants or at least 50 participating students per year in 1981-82 and 1982-83.

The CAP performance for CE elementary and senior high schools had to consist of the following:

- At least 50 students tested
- Performance above the reading and mathematics comparison bands for three years: 1980-81, 1981-82, and 1982-83 in each grade level tested
- Reading and mathematics CAP percentile scores in at least one grade level tested:

  Above the 30th percentile in 1980-81 and 1981-82

  Above the 45th percentile in 1982-83

Performance on the district's achievement test—for CE junior high schools must show seven normal curve equivalency (NCE) gains for three years: 1980-81, 1981-82, and 1982-83 in nearly all the grade levels tested in mathematics and/or reading. (The schools that got the closest to this criterion were selected.)

Level II Screening

Schools that passed Level I screening were asked to submit brief descriptions of practices they found to be effective in relation to the following project criteria for achieving schools:

- Principal's leadership
- Instructional effectiveness
- Academic emphasis
- Ongoing monitoring
- Facilitating school/classroom environment
- Parent/community/district/support

Schools indicated the extent to which the practices described contributed to the achievement of all the students, in general, and to that of compensatory education students, in particular. The scale used was as follows:

- Effective
- Highly effective
- Very highly effective

A panel of two judges individually rated the descriptions under each criterion on the basis of the following factors:

Criteria	*Low*	*Average*	*Above average*	*High*
Evident relation to students' achievement	1	2	3	4
Extent of applicability	1	2	3	4
Uniqueness	1	2	3	4

Based on the total score for each school and the judges' comparative analysis of all available information about the schools at this stage, 28 schools were selected.

Level III Screening

Level III screening involved the following criteria:

- Confirmation of descriptions obtained in Level II, when needed, from district project directors or other district personnel, as well as SDE staff who are familiar with the schools
- Evidence of gains in scores from pretests to posttests of compensatory education students, based on the district test
- Current application of practices described and experience with them for at least two years
- Commitment to the project
- Absence of key compliance issues

The 24 best schools were selected according to these criteria.

Getting Ready for the Visit

The leader of the visitation team will call your principal no less than two weeks before the visit. This person will discuss the nature of the visit and agree on the basic parts of the two-day or three-day agenda. The telephone conversation will be confirmed in writing by the team leader. Based on the discussion, the principal will prepare an agenda, which must be ready when the team gets to the school.

It will help if the school staff and parents can meet and discuss the contents of this information sheet with the principal. Knowing what the visit is all about can certainly contribute to a relaxed atmosphere. After all, the school has already been identified as an achieving school. The visiting team's charge is to determine practices that made this selection possible. The two or three days should proceed as normally as possible, since the only difference will be the presence of three additional people on site who will be observing classes, interviewing people, giving out questionnaires, and looking at the materials and records you have in the rooms. The visit will be more effective if the children and staff are told beforehand that visitors will be coming.

Here are some pointers to assist you in preparing for the visit:

1. *School map.* This will be a good time-saving device for the team if the room number, grade level, and the teacher's name are clearly indicated on each room. Providing this information will also help ensure that the team members get to see all the features that they should see or that they had planned to see.
2. *List of program features for special focus.* If there are special program features the team should see, a listing of them should be prepared, including the room numbers, teachers' names, and time designated for each feature.
3. *Translators.* If the parents to be interviewed are limited-English proficient (LEP), a translator should be made available. (Teams, of course, will include a member who is bilingual in English and the language of LEP parents for schools with high concentrations of LEP parents.)
4. *Records and documents.* Every classroom teacher should provide the team with records documenting students' needs, services provided, students' progress, and evaluation data. Staff from resource centers and auxiliary staff offices should make available records of referrals and supplemental services provided to compensatory education students.
5. *Interview schedules.* These should be given beforehand to persons scheduled for interviews so that interviews can begin and end as scheduled.

6. *Classroom visitation/observation.* Teachers may expect team members to talk to them during the classroom visit, but the main purpose of classroom and lab visitation is for team members to *observe* what goes on instructionally. (Teams will be advised to avoid disrupting the conduct of instruction by talking to classroom staff only at appropriate points during instruction.) Each visit to a lab or classroom should take at least one hour; part of the time is to be spent looking up records and the remaining time spent on observation of a full developmental lesson in reading or mathematics. At least two mathematics classes and two reading classes will be visited and observed in depth. The rest of the classrooms will be visited to observe the classroom environment, as well as to get an idea of what goes on instructionally.
7. *Interviews.* These will be conducted by individual team members with pairs of similar interviewees; i.e., two classroom teachers or two aides at a time. It takes ingenuity to be able to schedule individual interviews without interfering much with class programs. Here are guidelines to be considered during the telephone conversation with the team leader:
   a. Four classroom teachers, four instructional aides, two resource teachers (one in reading and one in mathematics), four parents, and four volunteers will be interviewed for 45 minutes to one hour per pair.
   b. The principal will be interviewed by the whole team for one hour and ten minutes on the first day, another hour on the second day, and consulted as needed.
   c. Each team member will spend a maximum of five hours on interviews, including the team interview with the principal.

   The initial interview should focus on effective practices the principal wants the team to observe. This also will be the best time for the team to ask questions about the effective practices described in the program description form submitted by the school for screening Level II.
8. *Questionnaires.* These will be handed out to every interviewee right after an interview. They will be folded, stapled, and dropped in a box in the secretary's office by noon of the second day.
9. *Lunch for the team.* The team will eat lunch together in a location where the members can talk freely about their visitation experiences. It will be convenient if the school has a hot lunch program and if it is possible to provide the team with a small room for lunch. If this situation is not possible, the team will appreciate assistance in locating a nearby coffee shop or restaurant.
10. *Team homeroom.* If available, the team would appreciate having a small room for debriefing. The same room may be used for short breaks and as a reading room. Records and documents not found in the classroom, but needed for a better understanding of the program, should be made available in this room. This room may also be used for lunch if it can be served there.
11. *After-school hours.* The team will avoid interviewing staff after school hours, unless the internal schedule of the school requires this situation. The team is expected to meet after school on the first day to:
    - Discuss the day.
    - Discuss questions or issues that must be clarified the following day.
    - Complete instruments administered the first day (perhaps clarify notes taken on the interview guides).
    - Meet with the principal to share impressions and to express thanks.
    - Explain what happens next.
12. *What happens next.* Within a few weeks following the visit, the district superintendent, the project director, and the principal will receive an initial description of effective practices identified through the visit. The district is requested to react to the initial draft. After the appropriate staff members from the school visited have confirmed the drafts, the following developments may be expected:
    a. The school will be mentioned in one or more publications issued by the State Department of Education.
    b. Brochures and packages presenting the essential elements of the school as a quality school may be developed. These materials will be disseminated among schools seeking ways to improve their effectiveness.
    c. Other schools will be making requests to visit this school.
    d. The school staff will be receiving requests for presentations and demonstrations at educational conferences and workshops.
    e. The State Department of Education will work with this school in developing plans for the proper dissemination and updating of identified effective practices.

APPENDIX D

Tables

The tables in this appendix show the aggregate response to questionnaire and interview items used by the visiting teams.

Table 1
Interview Guide/Record, Part I: The Project Criteria

Criteria/Items	*1*[a] *Number*	*2*[b] *Number*	*3*[c] *Percent*
Principal's Leadership Criterion			
1. Principal's knowledge of current educational trends	248	214	86
2. Goals	234	216	92
3. Power and decision-making process	243	232	95
4. Organization and coordination	244	232	95
5. Human relations	281	277	99
Average percent			93.4
Academic Emphasis Criterion			
6. Expectations regarding academic achievement	277	273	99
7. Time devoted to academics	257	247	96
8. Academic content	267	246	92
9. Homework	264	215	81
10. Incentives and rewards to encourage students' academic achievement	265	243	92
Average percent			92
Instructional Effectiveness Criterion			
11. Staff selection and assignment	225	190	84
12. Staff development	252	211	84
13. Instructional objectives	234	227	97
14. Teaching methods and strategies	217	200	92
15. Instructional resources	284	270	95
16. Instructional supervision and evaluation	243	216	89
17. Instructional provisions for students with special needs (the LEP, the EDY, the special education students, the MGM, and so forth)	267	259	97
Average percent			91.1
Facilitating School/Classroom Environment Criterion			
18. Physical setting of the school/classrooms	265	245	92
19. Emotional climate	273	272	99
20. Student discipline/order	271	265	98
21. Student task orientation	246	236	96
22. Classroom organization	246	223	91
23. Management of routine	226	196	87
24. Curriculum structure	214	198	93
25. System of rewards/incentives for proper behavior	265	248	94
26. Staff/student morale	291	277	95
Average percent			93.8

[a]Column 1 shows the total number of ratings per item.
[b]Column 2 shows the total number of combined "high" and "very high" ratings per item.
[c]Column 3 shows the percentage of combined "high" and "very high" ratings per item.

Table 1—Continued

Criteria/Items	1 Number*	2 Number	3 Percent
Ongoing Monitoring Criterion			
27. Needs assessment program	241	211	88
28. Evaluation of students' progress	258	235	91
29. Use of assessment/evaluation data in planning and decision making by the principals and staff	200	178	89
30. Feedback of assessment/evaluation data to staff, students, and the community	231	193	84
Average percent			88
Parent/Community/District Support Criterion			
31. Mechanisms for parent/community involvement	259	214	83
32. Nature of parent/community involvement	242	194	80
33. Nature of district support	232	190	82
Average percent			81.6

Table 2
School Climate Questionnaire

Statements on School Climate	1 Number*	2 Number	3 Percent
1. The principal and the staff encourage in students a desire for learning.	329	327	99
2. The administration and the staff have a sense of pride in the school and the student body.	249	242	97
3. Students are absent only for justifiable reasons.	306	219	72
4. Teachers are encouraged to be innovative in their classrooms.	323	306	95
5. The school has the strong support of parents and the community.	297	272	92
6. The school has the strong support of the staff.	311	305	98
7. The school has the strong support of the students.	297	294	99
8. The students observe the rules of behavior.	311	301	97
9. Teachers are rewarded for good teaching.	269	192	71
10. Aides are given opportunities for advancement.	301	112	37

Table 3
Questionnaire on Decision Making

Note: A circle around a figure indicates where the main responsibility for decision making lies, based on the frequency of mention received by the circled group(s).

Decisions	Number of decision makers: Principal	Parent	Teaching Staff	Committee	Aides	District office
1. School rules on proper student behavior	95	39	113	51	49	57
2. Staff teaching assignments	113	5	78	11	15	72
3. Selection of new staff members	114	6	41	18	12	68
4. Needs assessment	100	66	99	70	59	43
5. Planning the education program	107	54	114	62	52	87

*See the footnotes on page 90 for an explanation of the figures in columns 1, 2, and 3.

Table 3—Continued

Decisions	Number of decision makers					
	Principal	Parent	Teaching Staff	Committee	Aides	District office
6. Staff development	98	8	69	29	45	76
7. Selecting instructional materials	87	25	102	68	55	69
8. Selecting tests	69	8	69	40	38	81
9. Committee assignments	85	30	73	35	29	29
10. Assigning people to work with you and vice versa (e.g., aides to teachers)	105	10	88	14	31	26
11. School and community relations	84	71	95	60	69	70
12. Grade levels to participate in compensatory education	84	12	62	25	42	65
13. What to disseminate about the educational program	99	30	77	83	43	61

Table 4
Classroom Visitation and Observation Guide and Checklist

Criteria/Items	1 Number*	2 Number	3 Percent
Academic Emphasis Criterion			
1. Goal-oriented activities	88	84	95
2. High standards of performance	84	77	92
3. Reinforcement for good work	72	69	96
4. Maximum academic learning time	86	84	98
5. Encouragement of effort	90	84	93
6. Focus on basic skills	92	89	97
7. Teacher's mastery of subject matter	81	81	100
8. Teacher-student interaction at (not below) the students' grade level	84	81	96
9. Apparent love for learning	65	59	96
10. Homework assigned/checked/discussed	48	46	96
Average percent			95.9
Instructional Effectiveness Criterion			
11. Clarity of questions, explanations, and instructions	83	79	95
12. Teacher's enthusiasm	91	88	97
13. Direct instruction on tasks	89	84	94
14. Past lesson made a basis of present lesson	69	69	100
15. Provisions for children with special needs (e.g., LEP, special education)	57	56	98
16. Well-organized class period	91	88	97
17. Effective use of large-group instruction	68	65	96
18. Effective use of one-to-one or small-group instruction	72	67	93
19. Active student participation	89	83	93
20. Sense of humor	79	75	95
21. Effective use of aides/volunteers	73	71	97
22. Student opportunity to develop in different directions	61	53	87
23. Learning centers (if any) and other application activities are extensions of instruction	64	58	91
Average percent			94.8

*See the footnotes on page 90 for an explanation of the figures in columns 1, 2, and 3.

Table 4—Continued

Criteria/Items	1 Number*	2 Number	3 Percent
Facilitating School/Classroom Environment Criterion			
24. Classroom physical conditions positively influence learning	90	77	86
25. Order/discipline	91	89	97
26. Effective use of time	87	80	92
27. Effective management of routine matters	83	78	94
28. Wholesome relationships among students	86	84	98
29. Wholesome relationships between staff and students	86	83	97
30. Student attentiveness	85	76	89
Average percent			93.3
Ongoing Monitoring Criterion			
31. Teacher's sensitivity to feedback	84	81	96
32. Teacher's responsiveness to feedback	82	79	96
33. Corrections or adjustments based on feedback	79	74	94
34. Continuity between check-up and instruction	67	65	97
35. Identification of needs for next lesson or for referral to appropriate staff	54	51	94
Average percent			95.4

Table 5
Guide and Checklist for the Observation of Specialist Teachers

Criteria/Items	1 Number*	2 Number	3 Percent
Academic Emphasis Criterion			
1. Goal-oriented activities	34	33	97
2. High standards of performance	34	33	97
3. Reinforcement for good work	34	32	94
4. Maximum academic learning time	35	32	91
5. Encouragement of effort	35	33	94
6. Focus on basic skills	35	34	97
7. Teacher's mastery of subject matter	34	33	97
8. Teacher-student interaction at (not below) the student's grade level	32	32	100
9. Apparent love for learning	31	31	100
Average percent			96.3
Instructional Effectiveness Criterion			
10. Clarity of questions, explanations, and instructions	35	34	97
11. Teacher's enthusiasm	34	32	94
12. Direct instruction on tasks	36	35	97
13. Past lesson made a basis of present lesson	34	29	85
14. Provisions for children with special needs (e.g., LEP, special education)	32	26	81
15. Well-organized class period	35	32	91
16. Effective use of one-to-one or small-group instruction	33	29	88

*See the footnotes on page 90 for an explanation of the figures in columns 1, 2, and 3.

Table 5—Continued

Criteria/Items	*1* *Number**	*2* *Number*	*3* *Percent*
17. Active student participation	34	33	97
18. Sense of humor	31	27	87
19. Effective use of aides/volunteers	34	26	76
Average percent			89.3
Facilitating Classroom Environment Criterion			
20. Classroom physical conditions positively influence learning	34	31	91
21. Order/discipline	35	34	98
22. Effective use of time	35	34	97
23. Effective management routine	35	30	86
24. Wholesome relationships among the students	34	33	97
25. Wholesome relationships between the staff and the students	34	34	100
26. Student attentiveness	34	34	100
Average percent			95.6
Ongoing Monitoring Criterion			
27. Teacher sensitivity to feedback	32	29	91
28. Teacher responsiveness to feedback	32	29	91
29. Corrections or adjustments based on feedback	32	29	91
30. Continuity between check-up and instruction	33	27	82
31. Identification of needs for next lesson or for referral to appropriate staff	30	20	67
Average percent			84.4

Table 6
Instructional Resources Checklist

Items Rated	*1* *Number**	*2* *Number*	*3* *Percent*
Available Instructional Resources			
1. State-adopted textbooks in the classrooms that represent a variety and range of difficulty, reflecting the range of achievement of pupils in each classroom	58	57	98
2. A variety of instructional equipment (projectors, cassette players, recorders, record players, and so forth) that can be easily shifted from class to class as needed	63	62	98
3. A library containing generous collections of carefully catalogued fiction and nonfiction that individual children and teachers have access to	60	51	85
4. A collection of multiethnic printed and media materials in the library and classrooms	57	51	89
5. An expanded library that functions as a multimedia learning center	62	47	76
6. A central resource room staffed by an attendant, where criterion-referenced test materials and contracts (prescriptions) are organized	61	49	80
7. A laboratory or workroom equipped with materials	63	57	90
8. An efficient paper duplicating facility for rapid production of teacher-designed materials	63	62	98
Average percent			89.3
General Items			
9. Variety, range, and completeness of instructional resources available	60	52	87
10. Management system by which instructional resources are made economically available for use of staff and pupils	55	52	95

*See the footnotes on page 90 for an explanation of the figures in columns 1, 2, and 3.

Table 7
Grounds/Hallways Checklist

Part A—This section shows the number and percentage of the responses to specific questions about grounds and hallways.

Questions	*1* *Number**	*2* *Number*	*3* *Percent*
I. The Playground			
1. Are adults on playground/campus duty?	58	57	98
2. Do groups of minority students seem to cluster away from the majority group?	56	48	86
3. Are groups of students encouraged to participate in active play as opposed to just standing around?	50	50	100
4. Is there evidence that adults maintain rapport with students by chatting with them, by mediating quarrels, by encouraging "loners" to join groups, and so forth?	56	56	100
Average percent			96
II. The Hallways			
1. Is routine movement between class periods orderly?	59	59	100
2. Do the students show appropriate conduct?	60	59	98
3. Is the atmosphere in the hallways friendly?	60	60	100
Average percent			99

Part B—This section shows the number and percentage of responses to general questions about grounds and hallways.

General Items	*1* *Number**	*2* *Number*	*3* *Percent*
1. General climate of the playground	56	53	95
2. General climate of the hallways	58	55	95
Average percent			95

Table 8
A Report Card for Parents

Items (activities)	*1* *Number**	*2* *Number*	*3* *Percent*
I. Parental Support for Basic Skill Development			
A. Reading			
1. I read to my child.	87	58	67
2. I let my child see me read.	93	81	87
3. I encourage my child to read to me.	90	70	78
4. I visit the library with my child.	89	53	60
5. I provide books in my home.	89	86	97
6. I teach my child to take care of books.	84	84	100
7. I keep myself aware of my child's reading problems.	87	79	91
B. Mathematics			
1. I encourage my child in mathematics.	87	83	95
2. I understand the school's mathematics program.	87	77	89
3. I know how my child is performing in mathematics.	86	83	97
4. I provide mathematics-related activities at home.	88	77	88
5. I try to improve my mathematics skills.	84	67	80

*See the footnotes on page 90 for an explanation of the figures in columns 1, 2, and 3.

Table 8—Continued

Items (activities)	1 Number*	2 Number	3 Percent
6. I find mathematics games for my child to use.	84	47	56
7. I let my child help me shop.	85	63	79
8. I give my child the opportunities to solve problems.	84	72	86
9. I let my child explain his or her mathematics homework.	84	78	93
II. Parental Involvement in Learning			
A. I listen to my child.	83	78	94
B. I talk with my child.	85	70	82
C. I show an interest in what my child tells me.	82	79	96
D. I answer questions asked by my child.	82	76	93
E. I discuss with my child what he or she sees on television.	82	70	85
F. I expose my child to different experiences.	82	75	91
G. I encourage my child to write.	82	71	87
H. I speak properly around my child.	81	73	90
I. I attend in-service sessions for parents.	80	46	56
III. Parental Involvement in the School			
A. I attend parents' meetings as frequently as possible.	81	69	85
B. I know the purpose of the Parent Advisory Council (PAC).	81	53	65
C. I participate as a member of the PAC.	82	75	91
D. I try to volunteer some of my time at the school.	79	72	91
E. I read newsletters and other information received from school.	76	74	97
IV. General Commitment to Schooling			
A. I make sure that my child attends school on a regular basis.	83	78	94
B. I put my child to bed at a reasonable hour.	81	77	95
C. I make sure that my child arrives in school on time.	82	78	95
D. I set aside a quiet place for my child to study and do homework.	83	65	78
E. I encourage my child to complete his or her homework on time.	79	74	94
F. I set aside a specific time for my child to study each day.	82	69	84
G. I help my child to do his or her homework, when necessary.	76	74	97
H. I contact my child's teacher on a regular basis to find out how my child is progressing.	83	77	93
I. I turn off the television while my child is studying or reading.	79	67	85
V. Parental Attitudes Toward Children			
A. I smile often.	82	74	90
B. I avoid comparing my child with other children.	83	67	81
C. I teach my child responsibility.	79	74	94
D. I encourage my child to try new things.	80	76	95
E. I send my child to school in a happy mood.	82	76	93
F. I send my child to school neat and clean.	82	77	94
G. I hug my child.	81	75	93
H. I demonstrate patience with my child.	75	62	83
I. I make my child feel important.	83	78	94

*See the footnotes on page 90 for an explanation of the figures in columns 1, 2, and 3.

Table 8—Continued

Items (activities)	*1* *Number**	*2* *Number*	*3* *Percent*
VI. Parental Attitudes Toward Discipline			
A. I am consistent in carrying out roles.	82	73	89
B. I praise good behavior.	82	76	93
C. I find out the cause of improper behavior before giving punishment.	81	72	89
D. I try to correct the cause of poor behavior.	80	77	96

Table 9

Interview Guide/Record, Part II: The Compensatory Education Program

Items	*1* *Number**	*2* *Number*	*3* *Percent*
A. Basic knowledge about compensatory education	223	181	81
B. Nature of compensatory education services	235	192	82
C. Support of or commitment to compensatory education	229	175	76
Average percent			79.6

*See the footnotes on page 90 for an explanation of the figures in columns 1, 2, and 3.

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